DOCUMENT RESUME

ED 066 581 VT 016 430

TITLE	Short-Term Training: Multiple Institutes for Metropolitan Areas (Eastern United States). Volume II, Appendices of Selected Resource Materials Relating to the Organization and Administration of the Total Project.
INSTITUTION	Temple Univ., Philadelphia, Pa. Div. of Vocational Education.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
PUB DATE	Apr 72
GRANT	OEG-0-9-480535-4435(725)
NOTE	124p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Curriculum Development; Disadvantaged Groups; Educational Innovation; Inner City; *Institutes (Training Programs); *Leadership Training; *Manpower Development; *Metropolitan Areas; Professional Training; Program Administration; Program Coordination; *Program Planning; Vocational Counseling; Vocational Education
IDENTIFIERS	Career Exploration

ABSTRACT

This volume contains selected samples of resource materials and other products used with 10 short-term institutes aimed at improving vocational education and manpower training in metropolitan areas. Arranged in appendix format, the volume includes: (1) Tables Relating to Participant Selection, (2) Application Form and Invitation Letter Samples, (3) Institute Evaluation Instruments, (4) Sample Planning Agenda and Program Brochures, (5) Post-Institute Seminar for Chief School Administrators, (6) Popular Summary Report, (7) Participant, Consultant and Resource Personnel Recognition, and (8) Identification of Multiple Institute Reports. The Popular Summary Report includes a summary of the problems, findings, and recommendations of each institute. Individual institute reports are also available from ERIC, and order numbers are included in this volume. Volume I, the final report for the 10 institutes, is available as VT 016 429.

ED 066581

APPENDICES

Project Number 9–0535

Grant Number OEG–0–9–480535– 4435 (725)

SHORT-TERM TRAINING: MULTIPLE INSTITUTES FOR METROPOLITAN AREAS (EASTERN UNITED STATES)

Volume II APPENDICES OF SELECTED RESOURCE MATERIALS RELATING TO THE ORGANIZATION AND ADMINISTRATION OF THE TOTAL PROJECT

Dr. C. Thomas Olivo – Director of Institutes

Dr. Albert E. Jochen – Co-Director

Temple University, College of Education
Division of Vocational Education
Philadelphia, Pennsylvania 19122

April 1972

VT016430

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

VT016430

ED 066581

APPENDICES

Project Number 9-0535
Grant Number OEG–0–9–480535– 4435 – (725)

SHORT-TERM TRAINING: MULTIPLE INSTITUTES FOR METROPOLITAN AREAS (EASTERN UNITED STATES)

Volume II APPENDICES OF SELECTED RESOURCE MATERIALS RELATING TO THE ORGANIZATION AND ADMINISTRATION OF THE TOTAL PROJECT

Dr. C. Thomas Olivo – Director of Institutes
Dr. Albert E. Jochen – Co-Director

Temple University, College of Education
Division of Vocational Education
Philadelphia, Pennsylvania 19122

The research reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
NATIONAL CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Appendices Of Selected Resource Materials Relating To The Organization And Administration Of The Total Project

Page

Foreword i

Appendix

A. Tables Relating To Participant Selection 1

- #1 Major Eastern Metropolitan Cities With Alternates 3
- #2 Data For Personnel Distribution 4
- #3 Suggested Participant Selection 5
- #4 Participant Categories: National Level 9
- #5 Participant Categories: State Level 10
- #6 Participant Categories: Local Level 11

B. Application Form and Invitation Letter Samples

- Sample Invitational Letter To Key Personnel 13
- Application Form For Nominated Candidates 14

C. Institute Evaluation Instruments

- Pre-Institute Evaluation Form #1
- General Items For Institutes I Through X 19
- Specific Items For Each Institute

I Administrative Coordination of Vocational Education 25

II Annual And Long-Range Program Planning . . . 27

III Orientation To New Vocational Education Concepts and Programs 29

IV Coordination of Supportive Programs 30

V Improving The Preparation Of Professional Personnel 32

VI Updating The Process And Content Of Teacher Education Courses To Reach Disadvantaged Adults 34

VII Updating The Process And Content Of Teacher Education Curriculums To Reach Disadvantaged Youth 36

Page

VIII Improving Occupational Orientation Programs for Junior High School Students 38

IX Development Of Vocational Guidance And Placement Personnel 40

X Application of Innovations Resulting From Research And Development Programs . 42

• Post-Institute Evaluation Form #2 44

D. Sample Planning Agenda And Program Brochures

• Initial Agenda For Planning And Implementation Committee 48

• Informational Brochure: General 50

• Special 16 Page Brochure: "Training Professional Personnel Responsible For Vocational-Technical Education In Eastern Metropolitan Areas" 51

E. Post-Institute Seminar For Chief School Administrators

• Invitation and Response Forms 53

• Agenda of Post-Institute Seminar 54

• Participant List 55

F. Popular Summary Report

• Special 24 Page Brochure: "Summary Of The Ten Institutes 61

G. Participant, Consultant and Resource Personnel Recognition

• Certificate of Recognition 62

H. Identification Of Multiple Institute Reports

• Listing Of Separate Institute Final Reports 63

FOREWORD

This is Volume II of the twelve volume series which relates to "Short-Term Training: Multiple Institutes for Metropolitan Areas (Eastern United States)." Volume I is the Final Report which synthesizes salient organizational plans, the structure of the institutes, methods and procedures, summaries of findings and recommendations (with characteristics for appraising programs and services, and an overall evaluation. Thus, Volume I deals with the administration, organization and management of the entire project. Also acknowledgments are made in Volume I to the many leaders who gave unselfishly of their time and talents to ensure the success of the project.

This Volume II contains selected samples of resource materials and other products of the Central Office (which coordinated the entire project). The items are categorized in eight major groups as Appendices A through H. Attention is directed, particularly to the special 24 page brochure in Appendix F. The The information in the brochure provides in capsule form a crystal-clear summary of the problem, findings and recommendations of each Institute. The ten reports are followed in the second half of the report by a significant listing of characteristics of quality programs and services against which leaders in education and manpower training may assess educational productivity in meeting the vocational education and manpower training needs of the full spectrum of youth and adults.

The remaining ten volumes (III through XII) each contain the Final Reports of the respective institutes and complementary Appendices of resource information.

Copies of all Volumes (except I and II) have been provided to all State Directors of Vocational Education in Eastern United States, to the Offices of the Superintendents of Schools in major metropolitan areas, and to the Institute consultants, participants and other leaders. Required copies were furnished to the U.S. Office of Education who, in turn, transmitted Volumes I through XII to the Educational Resources Information Center (ERIC). Either microfiche or hard copy reproductions of any one or all volumes are available from the Eric Document Reproduction Service (EDRS), Post Office Drawer O. Bethesda, Maryland 20014. A list of the titles and the accession numbers which are needed for ordering appear in Appendix H.

C Thomas Olivo, Professor and
Director of Institutes

Temple University
Philadelphia, Pa.

April 1972

APPENDIX A

Tables Relating to Participant Selection

Major Eastern Metropolitan Cities with Alternates

- #1 Major Eastern Metropolitan Cities with Alternates
- #2 Data For Personnel Distribution
- #23 Suggested Participant Selection
- #34 Participant Categories: National Level
- #45 Participant Categories: State Level
- #56 Participant Categories: Local Level

METROPOLITAN AREAS OF
EASTERN UNITED STATES

TABLE #1
MAJOR METROPOLITAN CITIES WITH ALTERNATES AND STATES

MAJOR METROPOLITAN CITIES	
Atlanta, Georgia	Jackson, Mississippi
Baltimore, Maryland,	Louisville, Kentucky
Birmingham, Alabama	Memphis, Tenessee
Boston, Massachusetts	Miami, Florida
Buffalo, New York	Milwaukee, Wisconsin
Charlotte, North Carolina	Newark, New Jersey
Chicago, Illinois	New York City, New York
Cincinnati, Ohio	Philadelphia, Pennsylvania
Cleveland, Ohio	Pittsburgh, Pennsylvania
Columbia, South Carolina	Providence, Rhode Island
Detroit, Michigan	San Juan, Puerto Rico
Hartford, Connecticut	Washington, D.C.
Indianapolis, Indiana	Wilmington, Delaware

STATES	
Alabama	New Jersey
Connecticut	New York
Delaware	North Carolina
Florida	Ohio
Georgia	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Kentucky	Tennessee
Maryland	Wisconsin
Massachusetts	District of Columbia
Michigan	Puerto Rico
Mississippi	Virgin Islands

ALTERNATE MAJOR METROPOLITAN CITIES
Akron, Ohio
Chattanooga, Tennessee
Columbus, Ohio
Dayton, Ohio
Flint, Michigan
Jacksonville, Florida
Jersey City, New Jersey
Mobile, Alabama
Norfolk, Virginia
Rochester, New York
Syracuse, New York
Tampa, Florida
Allentown, Pennsylvania
Bridgeport, Connecticut
Cambridge, Massachusetts
Camden, New Jersey
Columbus, Georgia
Elizabeth, New Jersey
Fort Wayne, Indiana
Gary, Indiana
Grand Rapids, Michigan
Montgomery, Alabama
Nashville, Tennessee
Paterson, New Jersey
Savannah, Georgia
Trenton, New Jersey
Winston-Salem, North Carolina
Worcester, Massachusetts
Yonkers, New York

TABLE II DATA
FOR CHECKING REPRESENTATIVE PERSONNEL
AND GEOGRAPHIC DISTRIBUTION, WITH ALTERNATES

1 CITIES OF 475,000 POPULATION AND MORE	2 CITIES OF POPULATION OF 200,000 TO 474,999	3 CITIES OF POPULATION OF 100,000 TO 199,999
1. Atlanta, Georgia 2. Baltimore, Maryland 3. Boston, Massachusetts 4. Buffalo, New York 5. Chicago, Illinois 6. Cincinnati, Ohio 7. Cleveland, Ohio 8. Detroit, Michigan 9. Indianapolis, Indiana 10. Memphis, Tennessee 11. Milwaukee, Wisconsin 12. New York City, New York 13. Philadelphia, Pennsylvania 14. Pittsburgh, Pennsylvania 15. Washington, D.C. 16. San Juan, Puerto Rico	1. Akron, Ohio 2. Birmingham, Alabama 3. Charlotte, North Carolina 4. Chattanooga, Tennessee 5. Columbus, Ohio 6. Dayton, Ohio 7. Flint, Michigan 8. Jacksonville, Florida 9. Jersey City, New Jersey 10. Louisville, Kentucky 11. Miami, Florida 12. Mobile, Alabama 13. Newark, New Jersey 14. Norfolk, Virginia 15. Providence, Rhode Island 16. Rochester, New York 17. Syracuse, New York 18. Tampa, Florida	1. Allentown, Pennsylvania 2. Bridgeport, Connecticut 3. Cambridge, Massachusetts 4. Camden, New Jersey 5. Columbia, South Carolina 6. Columbus, Georgia 7. Elizabeth, New Jersey 8. Fort Wayne, Indiana 9. Gary, Indiana 10. Grand Rapids, Michigan 11. Hartford, Connecticut 12. Jackson, Mississippi 13. Montgomery, Alabama 14. Nashville, Tennessee 15. Paterson, New Jersey 16. Savannah, Georgia 17. Trenton, New Jersey 18. Wilmington, Delaware 19. Winston-Salem, North Carolina 20. Worcester, Massachusetts 21. Yonkers, New York
1A 1. District of Columbia 2. Georgia 3. Illinois 4. Indiana 5. Maryland 6. Massachusetts 7. Michigan 8. New York 9. Ohio 10. Pennsylvania 11. Tennessee 12. Wisconsin (* – ** show new States added from 1A)	2A 1. Alabama * 2. Florida * 3. Kentucky * 4. Michigan 5. New Jersey * 6. New York 7. North Carolina * 8. Ohio 9. Rhode Island * 10. Tennessee 11. Virginia	3A 1. Alabama 2. Connecticut ** 3. Delaware ** 4. Georgia 5. Indiana ** 6. Massachusetts 7. Michigan 8. Mississippi ** 9. New Jersey 10. New York 11. North Carolina 12. Pennsylvania 13. South Carolina ** 14. Tennessee

TABLE #3 SUGGESTED PARTICIPANT SELECTION
FOR SHORT-TERM MULTIPLE INSTITUTES

			Types of Persons				
Inst. No.	Content	Total No. Participants	Supt.	Guid-anc	State Dir.	State Superv.	Local Dir.
1	Administration	100	25		24	20 alt	16 25
2	Planning	50			15 Plan		7
3	New Concepts	75				15	15
4	Support Program	75		25	15		
5	Prof. Prep.	100	25		15		
6	Tchr. Ed. (Dis. Ad.)	75				25	25
7	Tchr. Ed. (Dis. Yth.)	75				25	25
8	Orientation	100		25	15		
9	Guid. (Recruit & Place)	100		25			25
10	Research	50	25 Res.				

TABLE #3 SUGGESTED PARTICIPANT SELECTION FOR
SHORT-TERM MULTIPLE INSTITUTES CONTINUED

			Types of Persons				
					Support	Local	
Inst. No.	Content	Total No. Participants	Tchr. Educ.	Deans & V.P.'s	Serv. H.W. Rehab.	Sch.Plan Officer	Sch. Princ.
1	Administration	100					
2	Planning	50				25	
3	New Concepts	75	5				15
4	Support Program	75			35		
5	Prof. Prep.	100		30 D 25 VP			
6	Tchr. Ed. (Dis. Ad.)	75	25				
7	Tchr. Ed. (Dis. Yth.)	75	25				
8	Orientation	100					10
9	Guid. (Recruit & Place)	100	15				
10	Research	50					

TABLE #3 SUGGESTED PARTICIPANT SELECTION FOR
SHORT-TERM MULTIPLE INSTITUTES (CONTINUED)

Inst. No.	Content	Total No. Participants	Types of Persons				
			Local		Mayor Welfare Labor Industry	State & Nat'l VE Bd.	Research
			Tchr.	Sch. Bd.			
1	Administration	100			5	Ind & 5 Lab	
2	Planning	50				3	
3	New Concepts	75	10				
4	Support Programs	75					
5	Prof. Prep.	100				5	
6	Tchr. Ed. (Dis. Ad.)	75					
7	Tchr. Ed. (Dis. Yth.)	75					
8	Orientation	100		15	5		
9	Guid. (Recruit & Place)	100	15		15 ind.		
10.	Research	50				15 RCU	

TABLE #3 SUGGESTED PARTICIPANT SELECTION
FOR SHORT-TERM MULTIPLE INSTITUTES (CONTINUED)

Inst. No.	Content	Total No. Participants	Types of Persons			
			Prof. Assn.	Jr. & Comm. Coll.	Related Acad. Sub.	Curr. Coord.
1	Administration	100				
2	Planning	50				
3	New Concepts	75				15
4	Support Programs	75				
5	Prof. Prep.	100				
6 6	Tchr. Ed. (Dis. Ad.)	75				
7	Tchr. Ed. (Dis. Yth.)	75				
8	Orientation	100	5			25
9	Guic (Recruit & Place)	100	5			
10	Research	50				10

TABLE #4 SUGGESTED PARTICIPANTS FOR SHORT-TERM MULTIPLE INSTITUTES
EASTERN UNITED STATES: NATIONAL LEVEL

	INSTITUTES	CODE		TOTAL	A.A.S.A.	National Council
Institute 1	Administrative Coordination of Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jones Marshall University Huntington, West Virginia	120	1	1
Institute 2	Annual and Long Range Planning in Metropolitan Areas in Accordance With the Vocational Education Act of 1968	1-2 1A-2A	Dr. Seelig Lester Board of Education New York, New York	100		1
Institute 3	Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Adolf Panitz Temple University Philadelphia, Pennsylvania	75	1	
Institute 4	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Cleveland Denard Washington Technical Institute Washington, D. C.	75		1
Institute 5	Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Herbert Righthand University of Connecticut Storrs, Connecticut	100	1	1
Institute 6	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Bruce Tuckman Rutgers University New Brunswick, New Jersey	75	1	1
Institute 7	Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas	1-2 1A-2A	Dr. Marvin Hirshfeld Temple University Philadelphia, Pennsylvania	75	1	1
Institute 8	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jochem M. H. Katzenbach School for the Deaf West Trenton, New Jersey	100	1	1
Institute 9	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Gordon McMahon State University Oswego, New York	100	1	1
Institute 10	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs	1-2 1A-2A	Dr. Charles Nichols Kent State University Kent, Ohio	50		1

	TOTAL	NATIONAL LEVEL								
		A.A.S.A.	National Council Voc. Ed.	A.V.A.	Chief State School Officials	Compact of States	Labor	Management	American Personnel Guidance Ass'n.	Other
	120	1	1		1	1				Nat. Ass'n. Voc. School Admin. 1
	100		1			1				
	75	1		1	1				1	
ute	75		1			1			1	
	100	1	1	1		1				
	75	1	1	1	1	1				
	75	1	1		1	1		1		
r the Deaf	100	1	1	1		1	1	1	1	
	100	1	1	1		1	1	1	1	Am.Psych. Ass'n 1
	50		1	1		1				

TABLE #5 SUGGESTED PARTICIPANTS FOR SHORT-TERM MULTIPLE INSTITUTES
EASTERN UNITED STATES: STATE LEVEL

	INSTITUTES	CODE		TOTAL	Board For V.E.	Comm. of Ed.	Employment
Institute 1	Administrative Coordination of Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jones Marshall University Huntington, West Virginia	120	9		
Institute 2	Annual and Long Range Planning in Metropolitan Areas in Accordance With the Vocational Education Act of 1968	1-2 1A-2A	Dr. Seelig Lester Board of Education New York, New York	100			
Institute 3	Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Adolf Panitz Temple University Philadelphia, Pennsylvania	75	10	5	
Institute 4	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Cleveland Denard Washington Technical Institute Washington, D. C.	75			
Institute 5	Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Herbert Righthand University of Connecticut Storrs, Connecticut	100	6	6	
Institute 6	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Bruce Tuckman Rutgers University New Brunswick, New Jersey	75	3		
Institute 7	Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas	1-2 1A-2A	Dr. Marvin Hirshfeld Temple University Philadelphia, Pennsylvania	75	4		
Institute 8	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jochem M.H. Katzenbach School for the Deaf West Trenton, New Jersey	100	3	3	
Institute 9	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Gordon McMahon State University Oswego, New York	100	3	2	
Institute 10	Metropolitan Areas Application of Vocational Education Innovations Resulting from Research and Development Programs	1-2 1A-2A	Dr. Charles Nichols Kent State University Kent, Ohio	50	6	3	

STATE LEVEL

TOTAL	Board For V.E.	Comm. of Ed.	Employment Security	Labor	Leg. Ed. Comm.	Management	RCU Director	State Dir. V.E.	Super. Gen'l. Ed.	Super. Voc. Ed.	Teacher Ed. V.E.	Teacher Ed. Gen.	Voc. Adv. Board	Welfare Services	Other
120	9		9		9		Consi-der as observ 7	9	9				9		
100					3		3	12 with D.C.					12		
75	10	5			5		2	12					6		
75			5		5		2	5	5	5	5	5	5	5	
100	6	6		3	3	3	3	6	3	3	12	34	6		Respon. for teach. cert. 6
75	3		3	3	3	3	3	3	2	3	6	2	3	3	
75	4		2		2		4	4		6	12	6	4	4	
Deaf 100	3	3	3	2	3	2	2	3	3	6	6	6	3	3	
100	3	2	6	3	3	3	2	3	3	Dir. Guid. 6 Pl.&Foll.	5	5	3	3	
50	6	3			2		3	12 with D.C.							

TABLE #6 SUGGESTED PARTICIPANTS FOR SHORT-TERM MULTIPLE INSTITUTES
EASTERN UNITED STATES: LOCAL LEVEL

INSTITUTES		CODE		TOTAL	Jr. College President	Jr. College VP–Deans	Board of Education
Institute 1	Administrative Coordination of Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jones Marshall University Huntington, West Virginia	120	3	3	
Institute 2	Annual and Long Range Planning in Metropolitan Areas in Accordance With the Vocational Education Act of 1968	1-2 1A-2A	Dr. Seelig Lester Board of Education New York, New York	100			
Institute 3	Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Adolf Panitz Temple University Philadelphia, Pennsylvania	75			
Institute 4	Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Cleveland Denard Washington Technical Institute Washington, D. C.	75			
Institute 5	Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Herbert Righthand University of Connecticut Storrs, Connecticut	100	Coll. & Univ. 3	Coll. & Univ. 20	
Institute 6	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Bruce Tuckman Rutgers University New Brunswick, New Jersey	75	3	3	
Institute 7	Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas	1-2 1A-2A	Dr. Marvin Hirshfeld Temple University Philadelphia, Pennsylvania	75			
Institute 8	Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Charles Jochem M. H. Katzenbach School for the Deaf West Trenton, New Jersey	100		Deans of Sch. of Ed. 12	
Institute 9	Development of Vocational Guidance and Placement Personnel for Metropolitan Areas	1-2-3 1A-2A-3A	Dr. Gordon McMahon State University Oswego, New York	100		Deans of Sch. of Ed. 4	
Institute 10	Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs	1-2 1A-2A	Dr. Charles Nichols Kent State University Kent Ohio	50			

TOTAL	Jr. College President	Jr. College VP–Deans	Board of Education	Supt. of Schools	Ass't Supt. of Schools	Principals	Director of V.E.	Counselors	Teachers	Private Schools	Planning Officials	Employ. Security	Labor	Management	Curriculum Coord.	Welfare
120	3	3		9	9	6	15				3	3				3
100			15	15	14		15				3	3				3
75			6	3	3	5	5			3					6	
75			4	2	4		4	3			2	2			2	2
100	Coll. & Univ. 3	Coll. & Univ. 20											5	5		
75	3	3	3				6	3	3			3			3	3
75						3	4	3				3			6	3
100		Deans of Sch. of Ed. 12	3		2	2	2	12	2	2		2	2	2		2
100		Deans of Sch. of Ed. 4	2		2	4	4	8	4	2		4	2	2		4
50				3	2		15				1					

APPENDIX B

- Sample Invitational Letter to Key Personnel
- Application Form For Nominated Candidates

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

DIRECTOR

DR. C. THOMAS OLIVO
TEMPLE UNIVERSITY
College of Education
Division of
Vocational Education
Philadelphia, Pa. 19122

ASSOCIATE DIRECTOR

DR. ALBERT E. JOCHEN
Marie H. Katzenbach School for the Deaf
West Trenton, N. J. 08625

INSTITUTE DIRECTORS

1. DR. CHARLES JONES, Director
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701

2. DR. SEELIG LESTER
Deputy Superintendent of Schools
Board of Education
110 Livingston Street
Brooklyn, New York 11201

3. DR. ADOLF PANITZ
Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

4. DR. CLEVELAND DENNARD, President
Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, D. C. 20008

5. DR. HERBERT RIGHTHAND, Chief
Bureau of Vocational Services, Conn.
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

6. DR. BRUCE TUCKMAN, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers - The State University
New Brunswick, New Jersey 08903

7. DR. MARVIN HIRSHFELD, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

8. DR. CHARLES JOCHEM, Superintendent
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

9. DR. GORDON McMAHON, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126

10. DR. CHARLES NICHOLS, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

You have been nominated by your State Director of Voca-Tional-Technical Education to attend institute number .

It is assumed that you have been fully informed concerning the Institute you wish to attend, however, for your further information I have enclosed some additional data which describes the total program.

Will you kindly complete the enclosed application blank and forward it to the Director of the Institute you wish to attend whose name and address are on this letterhead.

I wish to thank you for your interest and sincerely hope that your participation in the Institute of your choice will be stimulating professionally to you and prove of value to the community or area you serve.

Sincerely yours,

Albert E. Jochen
Associate Director

AEJ/vc

Enclosures

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH O C V E R U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE
FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

DIRECTOR

DR. C. THOMAS OLIVO
TEMPLE UNIVERSITY
College of Education
Division of
Vocational Education
Philadelphia, Pa. 19122

ASSOCIATE DIRECTOR

DR. ALBERT E. JOCHEN
Marie H. Katzenbach School for the Deaf
West Trenton, N. J. 08625

INSTITUTE DIRECTORS

1. DR. CHARLES JONES, Director
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701

2. DR. SEELIG LESTER
Deputy Superintendent of Schools
Board of Education
110 Livingston Street
Brooklyn, New York 11201

3. DR. ADOLF PANITZ
Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

4. DR. CLEVELAND DENNARD, President
Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, D. C. 20008

5. DR. HERBERT RIGHTHAND, Chief
Bureau of Vocational Services, Conn.
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

6. DR. BRUCE TUCKMAN, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers - The State University
New Brunswick, New Jersey 08903

7. DR. MARVIN HIRSHFELD, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

8. DR. CHARLES JOCHEM, Superintendent
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

9. DR. GORDON McMAHON, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126

10. DR. CHARLES NICHOLS, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Dear State Director:

Enclosed is a comprehensive booklet describing the Short Term Vocational Education Multiple Institutes for Eastern Metropolitan Areas.

Please note the dates and places of the several institutes. In one or two instances a date change has been made from the original list of dates previously sent to you.

We are most appreciative of the cooperation you have given us. If you require any additional copies of the booklet, please request them from our West Trenton office.

Sincerely yours,

Albert E. Jochen
Associate Director

AEJ/vc

Enclosure

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH OCVER U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE
FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR METROPOLITAN AREAS

DIRECTOR

DR. C. THOMAS OLIVO
TEMPLE UNIVERSITY
College of Education
Division of
Vocational Education
Philadelphia, Pa. 19122

ASSOCIATE DIRECTOR

DR. ALBERT E. JOCHEN
Marie H. Katzenbach School for the Deaf
West Trenton, N. J. 08625

INSTITUTE DIRECTORS

1. DR. CHARLES JONES, Director
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701

2. DR. SEELIG LESTER
Deputy Superintendent of Schools
Board of Education
110 Livingston Street
Brooklyn, New York 11201

3. DR. ADOLF PANITZ
Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

4. DR. CLEVELAND DENNARD, President
Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, D. C. 20008

5. DR. HERBERT RIGHTHAND, Chief
Bureau of Vocational Services, Conn.
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

6. DR. BRUCE TUCKMAN, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers - The State University
New Brunswick, New Jersey 08903

7. DR. MARVIN HIRSHFELD, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pa. 19122

8. DR. CHARLES JOCHEM, Superintendent
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

9. DR. GORDON McMAHON, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126

10. DR. CHARLES NICHOLS, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Dear State Director,

You have already been sent detailed data concerning the ten Short Term Institutes for the In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Area.

Will you please indicate on the attached form the Institutes you would like to attend and also the potential resource and/or participants for each of the Institutes.

Any recommendations you make will be given my personal attention and follow-up.

Sincerely,

Dr. Albert F. Jochen

A COOPERATIVE PROJECT NO. 9-0535 WITH THE BUREAU OF RESEARCH O C V E R U.S.O.E.
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE
FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

APPLICATION FOR PARTICIPATION IN
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN METROPOLITAN AREAS

NAME Miss. Mrs. Mr. Dr. _____
(Last) (First) (Middle)

Address _____
Street City State Zip Code

Telephone _____

Representing _____
Indicate state, city, professional organization or public body

PROFESSIONAL EXPERIENCE

Current position _____
(Title) (years held)

_____
(Employer's name) (Address)

Major responsibilities _____

_____

_____

_____

EDUCATIONAL BACKGROUND

High School graduate: yes____ no _____

College graduate: yes____ no ____ degree _____

Master degree: yes____ no _____

Doctorate: yes____ no____ degree _____

I consider myself especially knowledgeable in _____

_____

_____

_____

Please indicate in order of preference three institutes from the ten listed below that you would be able to attend. Insert the institute number in the spaces provided.

Preference 1 _____ (Institute #) Preference 2 _____ (Institute #) Preference 3 _____ (Institute #)

Institute I - Administrative Coordination of Vocational Education in Metropolitan Areas

Institute II - Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968

Institute III - Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Institute IV - Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

Institute V - Improving the Preparation of Profeseional Personnel for Vocational Education in Metropolitan Areas

Institute VI - Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

Institute VII - Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas

Institute VIII - Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Institute IX - Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Institute X - Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

I desire to participate in the institute selected because: (state succinctly your reasons)

Reason for first choice :

Reason for second choice :

Reason for third choice :

What knowledge or skill do you feel you can contribute as a result of your participation in: (state succinctly your possible contribution)

First choice:

Second choice:

Third choice:

What knowledge or skill would you like to obtain as a result of your participation in: (state succinctly what you desire to obtain)

First choice:

Second choice:

Third choice:

List any important problems which you feel should be presented. Identify the appropriate institute. Do this by placing the institute number before each problem.

IF ACCEPTED AS A PARTICIPANT:

a. Indicate your most likely mode of travel: ____air, ____auto, ____other.

b. Would you be bringing members of your family with you ?____yes, ____no.
If yes, please give their name (s) and relationship to you.

c. Indicate the type of housing desired:
I will share a double
I prefer a single; I shall pay any extra charges.

d. I agree that if accepted to participate in this institute I will be in attendance for the entire scheduled period.

Applications must be postmarked no later than_____.

Please complete and return to:

_____
Signature

SHORT-TERM INSTITUTES FOR IN-SERVICE TRAINING
OF PROFESSIONAL PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION
IN EASTERN METROPOLITAN AREAS

I would personally like to attend the following institutes: (Please check)

I_____	II_____	III_____
IV_____	V_____	VI_____
VII_____	VIII_____	IX_____
X_____		

Please list in the space provided on the following forms any specific problems concerning any field or area of vocational-technical education that you feel is pertinent to Eastern Metropolitan Areas. In addition, will you please suggest possible resource people and potential participants for any or all of the institutes on the appropriate attached sheets.

It is not necessary to complete the data asked for all of the institutes unless you wish to do so.

Please return the completed sheets to:

Dr. Albert E. Jochen
Associate Director
Short-Term Multiple Institutes
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

INSTITUTE 1 – 10
SEPARATE FORM WAS SUBMITTED FOR EACH INSTITUTE
ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION
IN METROPOLITAN AREAS

Suggested Problems

Suggested Resource People

Name — Title
Address — Telephone
Reason for suggesting:

Name — Title
Address — Telephone
Reason for suggesting:

Name — Title
Address — Telephone
Reason for suggesting:

Suggested Participants for Nomination

Name — Title
Address — Telephone
Reason for recommending:

Name — Title
Address — Telephone
Reason for recommending:

Name — Title
Address — Telephone
Reason for recommending:

Please return to: Dr. Albert E. Jochen, Associate Director, Short Term Multiple Institutes, Marie H. Katzenbach School for the Deaf, West Trenton, New Jersey 08625.

APPENDIX C

- Pre-Institute Evaluation Form #1
  - General Items For Institutes I through X
  - Specific Items For Each Institute

I	Administrative Coordination of Vocational Education
II	Annual and Long-range Program Planning
III	Orientation to New Vocational Education Concepts and Programs
IV	Coordination of Supportive Programs
V	Improving the Preparation of Professional Personnel
VI	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults
VII	Updating The Process and Content of Teacher Education Curriculums to Reach Disadvantaged Adults
VIII	Improving Occupational Orientation Programs For Junior High School Students
IX	Development of Vocational Guidance and Placement Personnel
X	Application of Innovations Resulting from Research and Development Programs

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

Institute # ..... Institute Evaluation Form #I

Name .....Date .....

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when **you have no opinion.** Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. **All** information furnished is **confidential.**

Example:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Vocational education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs	SA	A	U	D	SD
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses	SA	A	U	D	SD
3. The importance of vocational education cannot be emphasized enough to students	SA	A	U	D	SD
4. Failure to offer public vocational education and training cannot be justified in a democratic society	SA	A	U	D	SD
5. Vocational education trains for jobs which don't exist	SA	A	U	D	SD
6. The major function of the high school should be the preparation of students for entrance into college	SA	A	U	D	SD
7. Vocational education should be offered only to students with low academic ability	SA	A	U	D	SD

21

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The cost of training workers should not be born by the public school system	SA	A	U	D	SD
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements	SA	A	U	D	SD
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools	SA	A	U	D	SD
11. The importance of vocational education cannot be emphasized enough to the general educators	SA	A	U	D	SD
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill	SA	A	U	D	SD
13. Increased opportunities for vocational education will result in fewer dropouts	SA	A	U	D	SD
14. Vocational education contributes to the solution of unemployment	SA	A	U	D	SD
15. For the "average" student, academic educational courses are more useful than vocational courses	SA	A	U	D	SD
16. Whether vocational education is offered should be an important factor in determining public high school accreditation	SA	A	U	D	SD
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school	SA	A	U	D	SD
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course	SA	A	U	D	SD
19. More "average" students should be encouraged to enroll in vocational education programs	SA	A	U	D	SD
20. Vocational education is an educational frill	SA	A	U	D	SD
21. No area of education is more or less important than vocational education	SA	A	U	D	SD
22. The importance of vocational education cannot be emphasized enough to the lay public	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Disagree Strongly
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school	SA	A	U	D	SD
24. Vocational education courses are as important for college bound students as they are for non-college bound students	SA	A	U	D	SD
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school	SA	A	U	D	SD
26. The national per capita income is adversely affected as public support for vocational education declines	SA	A	U	D	SD
27. Leaders of minority groups oppose vocational education for their people	SA	A	U	D	SD
28. Vocational education courses prepare students for many jobs which lack public prestige	SA	A	U	D	SD
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education	SA	A	U	D	SD
30. Youth are being educationally shortchanged due to inadequate vocational offerings	SA	A	U	D	SD
31. Vocational education in rural areas is more important than vocational education in urban areas	SA	A	U	D	SD
32. More "above average" students should be encouraged to enroll in vocational education	SA	A	U	D	SD
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers	SA	A	U	D	SD
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers	SA	A	U	D	SD
35. Only the non-college-bound need vocational education	SA	A	U	D	SD
36. Parents of minority group students generally exhibit little or no interest in their children's progess in school	SA	A	U	D	SD
37. Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
38. Most students would not benefit from the job skill instruction offered in vocational education programs	SA	A	U	D	SD
39. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school	SA	A	U	D	SD
40. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum	SA	A	U	D	SD
41. Vocational education skill courses provide learning experiences geared to individual needs better than academic courses	SA	A	U	D	SD
42. Vocational education programs help keep the potential dropout in school	SA	A	U	D	SD
43. Vocational education should be delayed until after high school graduation	SA	A	U	D	SD
44. Employers prefer college preparatory graduates to vocational education graduates because they are more capable	SA	A	U	D	SD
45. Occupations, other than the professions, require less able students than the college preparatory students.....	SA	A	U	D	SD
46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students elected vocational education	SA	A	U	D	SD
47. Academic proficiency should count more than vocational proficiency when setting high school graduation requirements for vocational students	SA	A	U	D	SD
48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions	SA	A	U	D	SD
49. The shop portion of vocational education is important to public education because it provides a haven for problem youth	SA	A	U	D	SD
50. Vocational education should prepare the student for college as well as for work	SA	A	U	D	SD
51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff	SA	A	U	D	SD
52. Minority groups attending vocational education programs want preferential treatment	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE I

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
I-53. Lines of communication between the administration and the director of vocational education in metropolitan areas are such that vocational education and training problems can be easily presented and expedited.	SA	A	U	D	SD
I-54. The coordination of both public and private vocational education and training programs conducted in and/or out of school for youth and adults in metropolitan cities is as good as can be expected.	SA	A	U	D	SD
I-55. Public and private agencies wastefully duplicate services in attempting to provide vocational education and training in metropolitan cities.	SA	A	U	D	SD
I-56. The professional responsibilities of the person in charge of vocational education and training in metropolitan cities make it imperative that he has the rank of assistant superintendent in order to be effective. . .	SA	A	U	D	SD
I-57. Public education has enough problems without getting involved in attempts to coordinate its vocational education and training efforts with private and other public agencies.	SA	A	U	D	SD
I-58. The initiative for getting efficient and effective coordination of public and private vocational education and training programs is not the responsibility of public education.	SA	A	U	D	SD
I-59. Since business and industry have a great stake in vocational education and training, they should take the initiative and responsibility for coordinating the total vocational education and training effort in metropolitan cities.	SA	A	U	D	SD
I-60. Public funds for vocational education and training granted to industry are more wisely and effectively spent than through a public board of education. . .	SA	A	U	D	SD
I-61. Developing and conducting vocational education and training programs can best be done by industry. . .	SA	A	U	D	SD
I-62. Vocational education and training in metropolitan cities does not provide sufficient challenge enough to in- school and out-of-school youth because of its limited choices of occupations to study.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
I-63. The great weakness in vocational education in metropolitan cities is in its poor coordination between required academic subjects and the vocational skilled and related subject areas.	SA	A	U	D	SD
I-64. The superintendents of schools in metropolitan cities carry on a policy of educating and informing their boards of education concerning the aims, objectives and requirements of a sound vocational education. .	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE II

II–1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
II-53. The superintendents of schools in metropolitan cities can best serve their cities' educational needs by giving a major portion of their efforts to the needs of students whose goal is college rather than work. . .	SA	A	U	D	SD
II-54. The metropolitan inner city power structure is political and as a result political expediency rather than reason controls decisions concerning vocational education and training.	SA	A	U	D	SD
II-55. The articulate public, whether minority or otherwise in the metropolitan cities, is more interested in college preparatory education than in vocational education.	SA	A	U	D	SD
II-56. The climate for vocational education in the metropolitan school systems is poor because the majority of the professional staff don't know the aims, objectives and philosophy of vocational education.	SA	A	U	D	SD
II-57. The composition of the major metropolitan city board of education is such that they are better able to make decisions concerning college preparatory education than for vocational education.	SA	A	U	D	SD
II-58. The metropolitan inner city minority publics want their children given college preparatory rather than vocational education.	SA	A	U	D	SD
II-59. Public education should not have to be concerned with vocational education and training because this is rightfully the responsibility of management and labor.	SA	A	U	D	SD
II-60. Vocational education should not be free to out of school youth and adults.	SA	A	U	D	SD
II-61. The federal authorities responsible for vocational education are unreasonable in expecting metropolitan city boards of education to initiate and conduct vocational education and training programs for out of school youth and adults.	SA	A	U	D	SD
II-62. Metropolitan city boards of education should have limited or no responsibility for the vocational education and training of out of school youth and adults when such programs must be conducted when school is not normally in session.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
II-63. The budgets of metropolitan city school systems provide a disproportionate amount of money for academic preparation as against vocational education.	SA	A	U	D	SD
II-64. Lay and non-professional advisory committees to vocational education and training are too critical of public education and instead of helping planning functions actually prevent or hinder progress. . . .	SA	A	U	D	SD
II-65. Annual and long range planning for vocational education and training at the secondary level is a farce because youth at that age don't know what career they want to follow as an adult.	SA	A	U	D	SD
II-66. Annual and long range planning for vocational education and training should include a plan for the overall education of the entire professional staff and the student body concerning the aims, objectives and philosophy of vocational education.	SA	A	U	D	SD
II-67. Annual and long range planning for vocational education and training is strictly an educational matter and as such should be accomplished by educators	SA	A	U	D	SD
II-68. Metropolitan city boards of education members are very conversant with the aims, objectives and philosophy of vocational education.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE III

III–1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
III-53. Youth and adults should not be mixed in vocational education and training programs.	SA	A	U	D	SD
III-54. Vocational education is so steeped in tradition that it cannot meet today's employment training needs.	SA	A	U	D	SD
III-55. Vocational education has proven its flexibility through war production, emergency, and manpower education and training programs.	SA	A	U	D	SD
III-56. Traditional academic concepts concerning course time schedules and requirements for high school graduation reduce the effectiveness of vocational education in the comprehensive high schools. . .	SA	A	U	D	SD
III-57. Too frequently innovation in vocational education is an excuse for circumventing proven vocational requirements.	SA	A	U	D	SD
III-58. Vocational education has greater public acceptance when it is a part of a so-called "comprehensive" high school.	SA	A	U	D	SD
III-59. The climate for vocational education is better in a "comprehensive" high school than it is in a self contained vocational high school.	SA	A	U	D	SD
III-60. Academic teachers in a "comprehensive" high school respect the goals of vocational students just as much as they respect the college preparatory students' goals.	SA	A	U	D	SD
III-61. Technology is eliminating the need for skilled craftsmen and, as a result, academic preparation of students has become more important than vocational education and training.	SA	A	U	D	SD
III-62. The use of lay and non-professional advisory committees to vocational education and training is too time consuming.	SA	A	U	D	SD
III-63. Metropolitan city boards of education support the professional administration in their proposals to guarantee the continuity of a sound vocational education program for youth and adults.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE IV

IV–1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
IV-53. Liaison between the metropolitan city schools and labor and management concerning vocational education is an accepted practice.	SA	A	U	D	SD
IV-54. No vocational education and training program should be initiated without the services of a representative advisory committee.	SA	A	U	D	SD
IV-55. Good communications among supportive programs for vocational education in metropolitan areas is generally lacking.	SA	A	U	D	SD
IV-56. The director of vocational education in metropolitan cities should develop and use a steering committee composed of representatives of supportive programs to vocational education.	SA	A	U	D	SD
IV-57. The steering committee composed of representatives of supportive programs to vocational education should meet at least once a month.	SA	A	U	D	SD
IV-58. Union representation on advisory committees to vocational education should be selected by the director of vocational education.	SA	A	U	D	SD
IV-59. Union members selected by the director of vocational education for membership on advisory committees to vocational education represent labor.	SA	A	U	D	SD
IV-60. The coordination of supportive programs for vocational education in metropolitan cities is difficult to achieve because of professional jealousy and internal friction among the supportive groups.	SA	A	U	D	SD
IV-61. The personnel charged with the responsibility of administering vocational education in metropolitan cities is too limited to work closely with supportive programs.	SA	A	U	D	SD
IV-62. Supportive programs to vocational education in metropolitan cities are too concerned with political values.	SA	A	U	D	SD
IV-63. Leaders of supportive programs to vocational education are selected because of their political abilities rather than their educational leadership abilities.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
IV-64. The attitude of supportive programs toward the vocational education needs of minority groups is one of frustration and annoyance.	SA	A	U	D	SD
IV-65. The current attitude of labor and management toward minority groups lacks true sincerity. . . .	SA	A	U	D	SD
IV-66. The hiring of workers from minority groups in other than menial tasks is influenced more by sensitivity to public relations than by an honest effort to help minority groups.	SA	A	U	D	SD
IV-67. Unfair preferential treatment in hiring practices and promotions is given minority groups.	SA	A	U	D	SD
IV-68. Minority groups demand preferential treatment. .	SA	A	U	D	SD
IV-69. Minority groups resent preferential treatment and only want the fair and just treatment acorded to majority groups.	SA	A	U	D	SD
IV-70. It is a myth that majority and minority groups are treated differently in the labor market.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE V

V–1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
V-53. College credits toward a bachelor's degree should be granted for the proven skills a vocational shop teacher possesses	SA	A	U	D	SD
V-54. The current educational scene makes it impossible for a vocational teacher to enter administration or supervisory positions without a degree.	SA	A	U	D	SD
V-55. Metropolitan public school administrators and supervisors are sufficiently knowledgeable in vocational education and training to meet such needs in their cities.	SA	A	U	D	SD
V-56. The professional personnel responsible for vocational education and training in metropolitan areas are voices crying in an academic educational wilderness.	SA	A	U	D	SD
V-57. The power structure in universities and colleges is so academically oriented that a sound vocational teacher training program can't get a fair hearing. .	SA	A	U	D	SD
V-58. The requirements for entrance to and graduation from a college or university are so academically oriented that few vocational shop teachers see the value of aspiring to earn a bachelor's degree. . . .	SA	A	U	D	SD
V-59. The increase in required cultural courses necessary for a degree has resulted in a decrease in scheduled time for skilled training in programs responsible for training teachers of agriculture, business education, home economics, health occupations, and distributive education.	SA	A	U	D	SD
V-60. Academic requirements for entrance to college are so rigorous that few students recommended by their high school teachers as being potentially good candidates for agriculture, business education, home economics, health occupations, or distributive education are being accepted.	SA	A	U	D	SD
V-61. College students who do well in the skilled areas of agriculture, business education, home economics, health occupations, or distributive education fail to achieve a bachelor's degree because they can't pass the required academic areas.	SA	A	U	D	SD

		Strongly Agree	Agree	Un-decided	Dis-Agree	Strongly Disagree
V-62.	Required courses in mathematics, physics, chemistry, and biology for teachers in training in such fields as agriculture, business education, home economics, health occupations, or distributive education should be related rather than theoretical.	SA	A	U	D	SD
V-63.	The administration of the metropolitan city school plan, initiate, and conduct in-service programs designed to make the entire professional instructional staff knowledgeable concerning vocational education.	SA	A	U	D	SD
V-64.	Vocational education in metropolitan city schools is really out in "left field".	SA	A	U	D	SD
V-65.	Academic teachers in the metropolitan city schools cater to the able college preparatory students at the expense of the other students.	SA	A	U	D	SD
V-66.	The rapport between the academic and vocational teachers in metropolitan cities is as good as can be expected.	SA	A	U	D	SD
V-67.	The importance vocational education gives to individual instruction is over rated.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE VI

VI–1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VI-53. A major weakness with the metropolitan city school environment is that it is essentially a middle class academically inspired program.	SA	A	U	D	SD
VI-54. Metropolitan city schools are distasteful to disadvantaged youth because they associate failure, displeasure, and the feeling of not being wanted with them.	SA	A	U	D	SD
VI-55. The educational programs in metropolitan city schools have little or no relevance to disadvantaged youth and their realistic world	SA	A	U	D	SD
VI-56. Teaching, which used to be a profession, has become just a job especially in the metropolitan cities. . .	SA	A	U	D	SD
VI-57. When developing curricula, educators fail to recognize there are more ordinary average Joes and Jills in their schools than intellectually elite youth.	SA	A	U	D	SD
VI-58. In the final analysis, it is a waste of time attempting to develop courses in vocational education for disadvantaged adults who really don't want to work.	SA	A	U	D	SD
VI-59. Disadvantaged adults have learned that society will take care of them regardless as to whether they work or not and, as a consequence, they won't attend vocational classes.	SA	A	U	D	SD
VI-60. Minority groups are shiftless and unreliable and, as a consequence, employers are reluctant to hire them regardless of their skilled abilities.	SA	A	U	D	SD
VI-61. If the minority groups living in the ghettos of our metropolitan cities had real ambition and the will to improve their lot, they wouldn't be living in the ghetto.	SA	A	U	D	SD
VI-62. Anyone can learn a skilled trade; all it takes is ambition.	SA	A	U	D	SD
VI-63. Vocational shop teachers would be better able to teach disadvantaged adults if they were recruited from colleges rather than industry.	SA	A	U	D	SD
VI-64. College credits should not be granted toward an undergraduate degree for the proven practical experience which a vocational shop teacher is required to possess before being hired.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VI-65. Shop and other practical courses should not be equated toward the requirements of an undergraduate degree the same as academic courses.	SA	A	U	D	SD
VI-66. Disadvantaged adults in the metropolitan cities are so limited in their abilities that vocational teachers need special teacher training to meet their needs. .	SA	A	U	D	SD
VI-67. Vocational teacher training programs do not provide education and training essential to meeting disadvantaged adults in metropolitan cities. . . .	SA	A	U	D	SD
VI-68. Programs for disadvantaged adults in metropolitan cities are so political that it is a waste of time to develop specialized teacher training programs to meet their needs.	SA	A	U	D	SD
VI-69. The pre-service programs designed to prepare business education teachers should require sufficient part-time cooperative work experience to make the graduate vocationally competent in an area of business.	SA	A	U	D	SD
VI-70. The pre-service programs designed to prepare home economics leaders should require sufficient part-time cooperative work experience to make the graduate vocationally competent in an area of home making.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE VII

VII–1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VII-53. The pre-service preparation of academic teachers does not include courses that will make them knowledgeable concerning vocational education. .	SA	A	U	D	SD
VII-54. The professional preparation of administrative and supervisory personnel in education does not equip them to meet the needs of vocational education. .	SA	A	U	D	SD
VII-55. The professional teacher trainers in colleges and universities responsible for educating and training teachers other than vocational teachers have little or no knowledge concerning vocational education.	SA	A	U	D	SD
VII-56. The professional preparation of educational personnel is primarily concerned with academic education and its needs.	SA	A	U	D	SD
VII-57. Academic preparation is more important for vocational teachers than practical work experience.	SA	A	U	D	SD
VII-58. Academic teachers in so called "comprehensive" high schools accept vocational shop teachers as professional equals.	SA	A	U	D	SD
VII-59. Business education teachers, with the exception of those who teach typing and shorthand, should be recruited from business rather than college. . . .	SA	A	U	D	SD
VII-60. A school shop is a shop regardless as to whether it is labelled industrial arts or vocational education.	SA	A	U	D	SD
VII-61. The only difference between industrial arts shop and vocational education shop is that industrial arts shop has shorter periods.	SA	A	U	D	SD
VII-62. Industrial arts teachers make better vocational shop teachers because they have a degree.	SA	A	U	D	SD
VII-63. Vocational educators, particularly those in trades and industries, are unreasonable in their demand that they can't teach the same size class as an academic teacher.	SA	A	U	D	SD
VII-64. In reality, there is little or no value to relating academic subject matter with shop work for vocational students.	SA	A	U	D	SD
VII-65. Relating academic work to shop work is just another "gimmick" used by vocational educators to "smoke screen" their inadequacies.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VII-66. The schedule is the greatest deterrent to progress in the secondary school.	SA	A	U	D	SD
VII-67. Vocational shop teachers can best be prepared in shop skills in a college or university.	SA	A	U	D	SD
VII-68. Nothing can take the place of business or industry as a place for vocational teachers to learn shop skills.	SA	A	U	D	SD
VII-69. The total curriculum essential to meeting the needs of disadvantaged youth in metropolitan cities can be developed using the "analysis" approach. . .	SA	A	U	D	SD
VII-70. A major weakness with the metropolitan city school environment is that it is essentially a middle class academically inspired program.	SA	A	U	D	SD
VII-71. Metropolitan city schools are distasteful to disadvantaged youth because they associate failure, displeasure, and the feeling of not being wanted with them.	SA	A	U	D	SD
VII-72. The educational programs in metropolitan city schools have little or no relevance to disadvantaged youth and their realistic world.	SA	A	U	D	SD
VII-73. Metropolitan city schools because of their size have become too impersonal not only for students but for professional staff as well.	SA	A	U	D	SD
VII-74. Teaching which used to be a profession has become just a job especially in the metropolitan cities. .	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE VIII

VIII–1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VIII-53. Educators are more knowledgeable concerning the needs of academic students than they are of the needs of vocational students.	SA	A	U	D	SD
VIII-54. Occupational orientation programs are of questionable value because of the rapidity and difficulty of forecasting technological change and its impact on the labor market.	SA	A	U	D	SD
VIII-55. Jr. high school youth are too young to understand the importance and value of occupational orientation.	SA	A	U	D	SD
VIII-56. If occupational orientation must be conducted in the junior high school, it should be reserved for those students who have proven unable to survive in an academic climate.	SA	A	U	D	SD
VIII-57. Parents of junior high school youth want academic orientation rather than occupational orientation for their children.	SA	A	U	D	SD
VIII-58. The ratio of vocational counselors to pupils is such that only very limited occupational guidance can be given.	SA	A	U	D	SD
VIII-59. Mass media communications are ineffective in occupational guidance.	SA	A	U	D	SD
VIII-60. Academic subject matter areas can be used effectively to supplement the efforts of occupational counselors.	SA	A	U	D	SD
VIII-61. Students who don't like school or who don't seem to be able to succeed in school should be permitted to leave school and go to work. . . .	SA	A	U	D	SD
VIII-62. It is too much to ask that the public schools provide an educational program to meet everyone's need.	SA	A	U	D	SD
VIII-63. Anything worthwhile is hard to get. Education is no exception so let's stop coddling people and spoiling them.	SA	A	U	D	SD
VIII-64. Vocational education should get more concerned over the youth who can only become semi-skilled workers.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
VIII-65. The expansion of knowledge as a result of technological progress requires all of the student's school time for academic studies.	SA	A	U	D	SD
VIII-66. Occupational orientation in the junior high school should be scheduled as an extra curricula subject because of the pressure for academic proficiency.	SA	A	U	D	SD
VIII-67. Occupational orientation at the junior high school level is so limited that it is almost valueless. . .	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE IX

IX-1

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
IX-53. High school students should be encouraged to plan to go to college until they prove they are unable to succeed in the college preparatory courses. . . .	SA	A	U	D	SD
IX-54. Vocational education should be the last resort for high school students.	SA	A	U	D	SD
IX-55. The placement of vocational graduates can best be done through an outside agency such as employment security.	SA	A	U	D	SD
IX-56. High school vocational guidance services should be coordinated with out of school youth and adult programs of vocational education.	SA	A	U	D	SD
IX-57. The academic requirements for graduation should take precedence over the vocational requirements.	SA	A	U	D	SD
IX-58. Academic preparation rather than vocational education and training is better for minority youth because of their difficulty in getting accepted by a union.	SA	A	U	D	SD
IX-59. Vocational education, no matter how good, is of little real value because the unions control who gets hired.	SA	A	U	D	SD
IX-60. Socio-economic and technological forces and factors operating in the world today have made vocational guidance and counseling almost impossible. . . .	SA	A	U	D	SD
IX-61. Graduates of the skilled craft vocational education and training programs such as machinists, plumbers, carpenters, electricians, beauticians, are seldom unemployed.	SA	A	U	D	SD
IX-62. Vocational guidance services in metropolitan cities should be available not only during normal school hours but in the evening as well.	SA	A	U	D	SD
IX-63. Vocational guidance services in metropolitan cities should include counselors with facility in foreign languages representative of the people served. . .	SA	A	U	D	SD
IX-64. Vocational guidance functions should be coordinated with whatever subjects possible.	SA	A	U	D	SD
IX-65. Good work habits and attitudes are essential to getting, holding and advancing in a job.	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
IX-66. Vocational education should prepare for entrance to college as well as for a job.	SA	A	U	D	SD
IX-67. The ratio of pupils to vocational counselors is such that only very limited guidance services can be provided.	SA	A	U	D	SD
IX-68. Placement and follow-up services are important to vocational education program evaluation.	SA	A	U	D	SD
IX-69. Vocational guidance has little value if the school system has limited vocational choices.	SA	A	U	D	SD
IX-70. Anyone can learn a skilled or technical occupation if he really wants to.	SA	A	U	D	SD
IX-71. A machine operator, such as a lathe hand, has a skilled job.	SA	A	U	D	SD
IX-72. Vocational educators should get more concerned over the youth who can only become semi-skilled workers because they are the ones most adversely affected by technology.	SA	A	U	D	SD
IX-73. The percentage of youth in metropolitan city school systems desiring vocational education is insignificant in comparison to the percentage of youth who desire college preparatory education.	SA	A	U	D	SD

SPECIFIC ITEMS FOR INSTITUTE X

X–1

		Strongly Agree	Agree	Un-decoded	Dis-agree	Strongly Disagree
X-53.	A current innovation which suggests that vocational shop teachers should be trained in college rather than industry is looked upon with favor by vocational educators.	SA	A	U	D	SD
X-54.	Technological progress has removed the need for relating academic subjects to the skilled areas. . .	SA	A	U	D	SD
X-55.	Vocational educators are so steeped in tradition that they are reluctant to accept change.	SA	A	U	D	SD
X-56.	The practice of developing vocational curricula from job analyses is a deterrent to progress.	SA	A	U	D	SD
X-57.	Vocational educators, particularly those who are recruited from industry, do not have the expertise to utilize research.	SA	A	U	D	SD
X-58.	Innovations resulting from research in vocational education are often too impractical to use. . . .	SA	A	U	D	SD
X-59.	Research proposals in vocational education are too often developed by educators who are not knowledgeable in vocational education.	SA	A	U	D	SD
X-60.	The various vocational research centers in the U.S.A. should request assistance from the State and Local Directors of Vocational Education in getting research problems.	SA	A	U	D	SD
X-61.	Research in vocational education is influenced too much by academically oriented professors. . . .	SA	A	U	D	SD
X-62.	Most current research in vocational education has little or no application in the shop or classroom. .	SA	A	U	D	SD
X-63.	Wasteful duplication of effort, particularly in vocational curriculum construction, occurs when research isn't conducted to determine what is already available.	SA	A	U	D	SD
X-64.	It is almost impossible for the local director of vocational education to find out what is available in vocational curriculum construction.	SA	A	U	D	SD
X-65.	The preparation of vocational educators is being detrimentally influenced by academically oriented college professors who control teacher preparation programs.	SA	A	U	D	SD

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
X-66.	Research in vocational education suffers from poor coordination.	SA	A	U	D	SD
X-67.	Major metropolitan cities, because of the size, quality, and diversity of their professional staff, provide adequate research in vocational education to meet their needs.	SA	A	U	D	SD

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

* * * * * * * * * * * * * * * * * * *

Institute # _____ Institute Evaluation Form #II

Name: _____

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	(SA)	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

- -

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The objectives of this Institute were clear to me	SA	A	U	D	SD
2. The objectives of this Institute were not realistic	SA	A	U	D	SD
3. Specific objectives made it easy to work efficiently . .	SA	A	U	D	SD
4. The participants accepted the objectives of this Institute	SA	A	U	D	SD
5. The objectives of this Institute were not the same as my objectives . . .	SA	A	U	D	SD

		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
6.	I did not learn anything new . . .	SA	A	U	D	SD
7.	The material presented was valuable to me	SA	A	U	D	SD
8.	I could have experienced as much by reading a book	SA	A	U	D	SD
9.	Possible solutions to my problems were considered	SA	A	U	D	SD
10.	The information presented was too elementary	SA	A	U	D	SD
11.	The speakers really knew their subject	SA	A	U	D	SD
12.	The discussion leaders were well prepared	SA	A	U	D	SD
13.	I was stimulated to think about the topics presented . . .	SA	A	U	D	SD
14.	New professional associations were made which will help	SA	A	U	D	SD
15.	We worked together well as a group	SA	A	U	D	SD
16.	We did not relate theory to practice	SA	A	U	D	SD
17.	The sessions followed a logical pattern	SA	A	U	D	SD
18.	The schedule was too inflexible .	SA	A	U	D	SD
19.	The group discussions were excellent	SA	A	U	D	SD
20.	There was very little time for informal dialogue	SA	A	U	D	SD
21.	I did not have an opportunity to express my ideas	SA	A	U	D	SD
22.	I really felt a part of this group	SA	A	U	D	SD
23.	My time was well spent	SA	A	U	D	SD
24.	The Institute met my expectations	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
25. The reference materials that were provided were very helpful	SA	A	U	D	SD
26. Too much time was devoted to trivial matters	SA	A	U	D	SD
27. The information presented was too advanced	SA	A	U	D	SD
28. The content presented was applicable to the important problems in this area	SA	A	U	D	SD
29. Institutes such as this should be offered again in future years .	SA	A	U	D	SD
30. Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas	SA	A	U	D	SD

31. As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future? Outline briefly the key points.

32. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work?

33. In your opinion, what were the major strengths of this institute?

34. In your opinion, what were the major weaknesses of this institute?

35. If you were to conduct an institute similar to this one, what would you do differently from what was done in this institute?

36. Additional comments about institute.

37. If you had it to do over again would you apply for this institute which you have just completed? Yes_____ No_____ Uncertain_____

38. If an institute such as this is held again would you recommend to your peers that they attend? Yes _____ No_____ Uncertain _____

PROPOSED AGENDA FOR PLANNING AND IMPLEMENTATION COMMITTEE

Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas

Date: September 16 and 17, 1969

Time: 2:00 P.M. September 16th through 3:00 P.M. September 17th

Place: Room #400, Seltzer Hall, Temple University
North Broad and Columbia Streets, Philadelphia, Pa.,

Participants: Planning and Implementation Committee, Resource Personnel and Ex Officio: Jack A. Wilson and Otto Legge, U.S.O.E.

* * *

September 16, 1969
2:00 P.M. -- 3:00 P.M.

SESSION I
Dr. C. Thomas Olivo, Director of Institutes, Chairman

A. The concern of Temple University in Serving the Urban Disadvantaged.
Dr. Paul W. Eberman, Dean of the College of Education
Dr. H. Halleck Singer, Chairman: Department of Vocational Education

B. Inter-coordination of the Eastern and Western Metropolitan Area Multiple Institutes and the Rural Institutes to Affect Total National Effort.

C. Perspective of the Eastern Metropolitan Area Multiple Institutes.
Dr. C. Thomas Olivo

3:30 P.M. -- 4:45 P.M.

SESSION II

A. Geographic and Population Mix of Potential Institute Participants.
Dr. Albert E. Jochen

B. Contracts, Agreements and Accounting.
Richard Smith

* * *

5:00 P.M. -- 6:00 P.M.
Social Hour

* * *

6:00 P.M. -- 7:00 P.M.
Dinner

* * *

7:00 P.M. -- 8:30 P.M.

SESSION III
Temple University Personnel Available for Individual Consultation on Institute Problems.

* * *

September 17, 1969

8:30 A.M. -- 10:00 A.M.

SESSION IV

A. Coordination of Institutes, Schedules, and Personnel Utilization

B. Coordination of Institute Reports, Records and Final Composite Report.
(Staff: D.E. Resource Personnel Institute Directors)

10:30 A.M. -- 12:00 noon

SESSION V

A. Coordination of Institute Promotion and Publicity.

B. Institute Directors: Question Box on Problems and Issues in Institute Planning and Management.
(Staff: D.E. Resource Personnel, Institute Directors)

* * *

12:30 P.M. --1:30 P.M. Luncheon

* * *

1:30 P.M. -- 3:00 P.M.

SESSION VI

A. Evaluation and Post Institute Feedback
Jack Wilson
Otto Legge

B. Summary
Dr. C. Thomas Olivo

Training Professional Personnel Responsible For Vocational Education In Eastern Metropolitan Areas

Sponsored And Coordinated By The
Division Of Vocational Education
College Of Education, Temple University
Philadelphia, Pennsylvania 19122
Under U.S.O.E. Grant 9-0535

GOALS

To incorporate the best tested experiences, knowledge and materials in identifying programs of vocational education and training that are practical of implementation by a leadership team.

To reassess vocational education and training efforts as an inseparable meaningful part of the total education program and to redirect programs and experiences, where necessary, to maximize the development of the human resource potential so that it becomes actual.

To affect behavioral changes in power structures and decision/policy makers so that legislative mandates for total education and training programs for in-school youth, out-of-school youth and adults become a reality.

To involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and womanpower and to prepare feedback materials, methodology, research findings, designs, etc. . . . to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.

CENTRAL FOCUS OF THE INSTITUTES

The central focus will be on the resolution of issues, forces, and other constraints in the inner cities of metropolitan areas and regions of high population density which prevent policy makers from providing realistic vocational education and training programs to meet the full range of needs of people and the demands of the labor market.

Influential decision-making teams, representing widely divergent interests and services, but all concerned with maximizing the development of human potential will be involved in an inter-disciplinary approach.

THE INSTITUTES

Temple University serves seven major functions: planning, coordinating, management, operation (two institutes), promotional, establishing advisory councils, and dissemination. It will interweave inputs of position papers, regional conferences, State plan guidelines, compact of States' deliberations, and other significant experiences.

Ten institutes will be conducted by selected Universities, great cities educational departments that have demonstrated inner-city leadership, and specialized vocational schools serving the handicapped.

Each of the multiple institutes will be planned and administered by an institute director who has demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors will be welded together into a cohesive working team with whatever level of autonomy that may be needed. Supplemental assistance will be given by the project director.

Outstanding resource persons will be used from great cities systems; all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public.

The institutes will serve the States east of the Mississippi River, Washington, D. C., the territories of Puerto Rico and the Virgin Islands, Regions I through V, as defined by the U.S.O.E. They will be located so that they are easily accessible and provide maximum participation from the total geographic area served.

Through presentations, discussions, field trips, and study in both small and large groups, the participants will have an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

Each of the Institutes is predicated upon the following philosophical foundations:

Foundation One

Equal access to educational opportunity shall be provided for every youth or adult. Equality and accessibility imply the chance to select vocational education as preparation for employment, consistent with labor market and societal needs and the ability of the individual to profit by such instruction, or a quality program of general education which the individual in a free society may elect.

Foundation Two

The total program and experiences in vocational education and training are an integral part of the mainstream of a total educational program (but with its own identity and specially qualified personnel to serve functions which have been identified as unique and require special experience and preparation) which serves man continuously throughout his life span.

Foundation Three

Vocational education and training shall be open-ended so that man shall have opportunity continuously to advance to his highest potential level consistent with his interest, abilities and desires and the manpower needs of society.

INSTITUTE ONE

Administrative Coordination of Vocational Education in Metropolitan Areas

Dr. Charles Jones, *Director*
Department of Vocational-Technical Education, Box 174
Marshall University
Huntington, West Virginia 25701

Telephone: 304-696-3630

INSTITUTE TWO

Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968

Dr. Seelig Lester
Deputy Superintendent of Schools
The Board of Education of
the City of New York
110 Livingston Street, Room 1004
Brooklyn, New York 11201

Telephone: 212-596-6204

INSTITUTE THREE

Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Dr. Adolph Panitz, *Consultant*
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Telephone: 215-787-8382

GENERAL INFORMATIONAL BROCHURE

Each of the Institutes is predicated upon the following philosophical foundations:

Foundation One

Equal access to educational opportunity shall be provided for every youth or adult. Equality and accessibility imply the chance to select vocational education as preparation for employment, consistent with labor market and societal needs and the ability of the individual to profit by such instruction, or a quality program of general education which the individual in a free society may elect.

Foundation Two

The total program and experiences in vocational education and training are an integral part of the mainstream of a total educational program (but with its own identity and specially qualified personnel to serve functions which have been identified as unique and require special experience and preparation) which serves man continuously throughout his life span.

Foundation Three

Vocational education and training shall be open-ended so that man shall have opportunity continuously to advance to his highest potential level consistent with his interest, abilities and desires and the manpower needs of society.

INSTITUTE ONE

Administrative Coordination of Vocational Education in Metropolitan Areas

Dr. Charles Jones, *Director*
Department of Vocational-Technical Education, Box 174
Marshall University
Huntington, West Virginia 25701

Telephone: 304-696-3630

INSTITUTE TWO

Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968

Dr. Seelig Lester
Deputy Superintendent of Schools
The Board of Education of
the City of New York
110 Livingston Street, Room 1004
Brooklyn, New York 11201

Telephone: 212-596-6204

INSTITUTE THREE

Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Dr. Adolph Panitz, *Consultant*
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Telephone: 215-787-8382

INSTITUTE FOUR

Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

Dr. Cleveland Denard, *President*
Washington Technical Institute
4100 Connecticut Avenue, N. W.
Washington, D. C. 20008

Telephone: 202-629-7307

INSTITUTE FIVE

Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas

Dr. Herbert Righthand, *Chief*
Bureau of Vocational Services
State Department of Education, Box 2219
Hartford, Connecticut 06115

Telephone: 203-566-5128

INSTITUTE SIX

Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

Dr. Bruce Tuckman
Associate Professor of Education
Department of Vocational Education
Graduate School of Education
Douglass-WoodLawn Gate House
Rutgers - The State University
New Brunswick, New Jersey 08903

Telephone: 201-846-4628

INSTITUTE SEVEN

Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas

Dr. Marvin Hirshfeld, *Chairman*
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19112

Telephone: 215-787-8376

INSTITUTE EIGHT

Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Dr. Charles M. Jochem, *Superintendent*
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

Telephone: 609-883-2600

GENERAL INFORMATIONAL BROCHURE

INSTITUTE NINE

Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Dr. Gordon McMahon, *Director*
Department of Vocational-Technical Education
State University College
Oswego, New York 13122

Telephone: 315-341-4047

INSTITUTE TEN

Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

Dr. Charles Nichols, *Director*
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Telephone: 216-672-2929

PARTICIPANTS

Each institute director will be responsible for the selection of participants. Temple University will provide direction to assure complete representation of cross sections of persons and agencies directly involved in inner city problems and programs in metropolitan areas served by the project.

TRAVEL AND SUBSISTENCE

Limited funds are available for travel and subsistence for each institute. More complete information will be supplied by the directors of each institute.

NON-DISCRIMINATION PROVISION

Discrimination prohibited — Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance."

Temple University and each sub-contractor operates in compliance with this law.

REQUESTS FOR APPLICATIONS OR INFORMATION

Full information and applications for any particular institute may be secured from the individual institute director whose name, address and telephone number are included in this brochure.

In addition, information concerning any or all of the institutes may be secured from:

Dr. C. Thomas Olivo
Project Director
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122
Telephone: 215-787-8382

Dr. Albert E. Jochen
Associate Project Director
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625
Telephone: 609-883-2600 Extension 219

Training Professional Personnel Responsible For Vocational-Technical Education Eastern Metropolitan Areas

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

65

Short Term Institutes For In-Service Training Of Professional Personnel Responsible For Vocational-Technical Education In Eastern Metropolitan Areas

The Problem In Focus

No nation may any longer afford the luxury of an educational system which prepares the elite minority for more education and at the the same time ignores the needs of the masses to prepare for immediate employment or to upgrade and extend their work skills. Little wonder, then, that the old educational curriculums and programs that developed as compromises of professional groups and pressures are in revolution.

The muffled cries of discontent are not new to inner city leaders. Many have experienced all levels of poverty, sickness, deprivation and discrimination. These leaders truly know the hopes of people and the limited fulfillment up to this time. They know of the hopes of the underprivileged and their frustrations. They know that for most of those youth and adults who live submarginal existences, the traditional liberal arts/cultural lyceo concept of education lacks motivation, meanfulness, and reality.

Yes, the inner city leaders in religion, education, welfare, industry, business and commerce, and other supportive services, recognize this period of turmoil and crisis to be a turning point in this Nation. Let it become a turning point that can lead us democratically toward a better, more fulfilling, and promising life for all. A life in which each person, whether of high or low estate, physically or mentally handicapped, can attain personal fulfillment — see clearly his intrinsic relevance and worth to himself, his family, his neighbor and his country.

A democracy has no other alternative than to develop and institute an education and occupational training program which is fulfilling to all; which seeks, finds, and releases for the total welfare of the individual and society the talents which each person possesses.

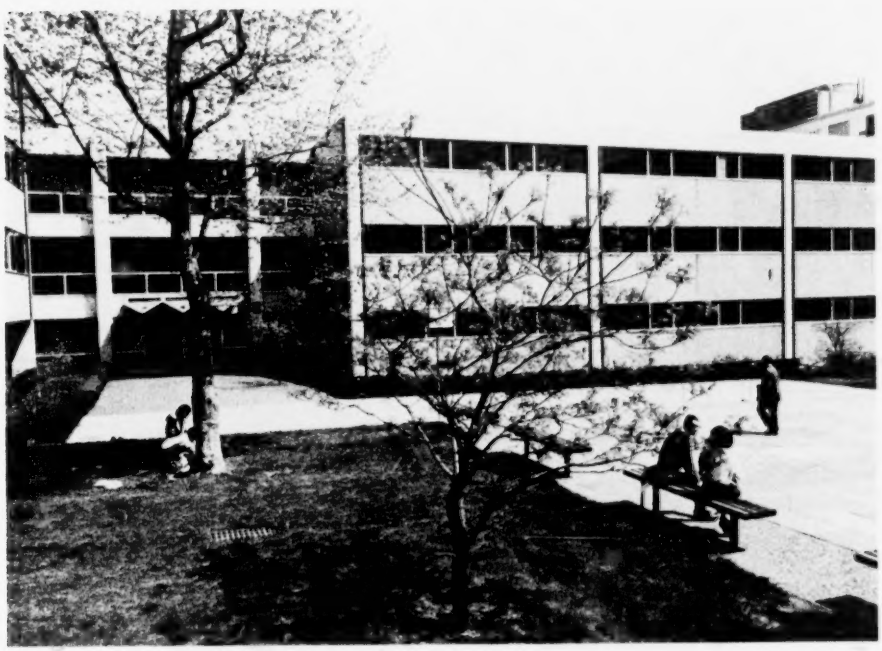
The Role Of Temple University

Temple University is an inner city metropolitan area university. It is located in Philadelphia, Pennsylvania geographically at a natural focal point of the Eastern United States megopolis. It is uniquely equipped to initiate and coordinate a series of short term institutes for the in-service training of professional persons responsible for vocational education in Eastern metropolitan areas because of its location, involvement, and long range commitment of its total resources to the people and the needs of the Inner City.

Within its College of Education, it has an outstanding Division of Vocational Education with both full time and co-adjutant staff covering all of the major fields of vocational-technical education and offering degrees at doctoral, masters, and baccalaureate levels.

The Division of Vocational Education at Temple University, under a United States Office of Education grant number 9-0535, is sponsoring and coordinating ten institutes for training professional personnel responsible for vocational education in Eastern Metropolitan Areas.

The University serves the following major functions: planning, coordinating, management, operation (three institutes), promotional, establishing advisory councils, dissemination, and evaluation.



General Plan For Conducting The Institutes

- Ten short term institutes, each involving essential and specific areas of vocational education and training, will be offered in selected metropolitan areas over a period of time from February through June, 1970.

- The institutes will be conducted by selected Universities, great cities educational departments that have demonstrated inner-city leadership, and specialized vocational schools serving the handicapped.

- Each of the multiple institutes will be planned and administered by an institute director who has demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors will be welded together into a cohesive working team with whatever level of autonomy that may be needed. Supplemental assistance will be given by the project director.

- Outstanding resource persons will be used from great cities' school systems; all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public.

- The institutes will serve the States east of the Mississippi River, Washington, D. C., the territories of Puerto Rico and the Virgin Islands, Regions I through V, as defined by the U.S.O.E. They will be located so that they are easily accessible and provide maximum participation from the total geographic area served.

- Through presentations, discussions, field trips, and study in both small and large groups, the participants will have an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

The Major Thrust

The central focus will be on the resolution of issues, forces, and other constraints in the inner cities of metropolitan areas and regions of high population density which prevent policy makers from providing realistic vocational education and training programs to meet the full range of needs of people and the demands of the labor market.

Influential decision-making teams, representing widely divergent interests and services, but all concerned with maximizing the development of human potential will be involved in an inter-disciplinary approach, to:

- incorporate the best tested experiences, knowledge and material in identifying programs of vocational education and training that are practical of implementation by a leadership team.
- reassess vocational education and training efforts as an inseparable meaningful part of the total education program and to redirect programs and experiences, where necessary, to maximize the development of the human resource potential so that it becomes actual.
- affect behavioral changes in power structures and decision/policy makers so that legislative mandates for total education and training programs for in-school youth, out-of-school youth and adults become a reality.
- involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and womanpower and to prepare feedback materials, methodology, research findings, designs, etc. . . . to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.
- equip each of the twenty-six major metropolitan cities with a vocational-technical education and training resource and implementation team at the administrative and supervising level within the department of education.
- equip each state having major metropolitan cities with a vocational-technical education and training resource and implementation team in each field of vocational education.
- resolutely face the inner city problems relevant to vocational-technical education and training, weigh critical indicators, analyze road blocks to implementation, and offer solutions and/or alternative strategies to attain solutions.
- effect more personal professional communication and liaison between the Vocational Divisions of the State Department of Education and the metropolitan cities within their jurisdiction particularly concerning inner metropolitan city vocational education and training problems.

The Individual Institutes

A comprehensive description of each institute is presented on the following pages.

Information concerning the selection of participants, reimbursement for travel and subsistence and other pertinent data will be found on page 15.

Institute I

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Charles I. Jones, Chairman
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701
Telephone: (304) 696-3630

PLACE AND DATES: Chicago, Illinois — April 6-9, 1970 — Group 1
Atlanta, Georgia — May 11-14, 1970 — Group 2

PARTICIPANT REPRESENTATION: The 100 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; representatives of the Advisory Boards for Vocational Education; Deans or appropriate Administrators of Post-Secondary Vocational and Technical Institutions; Principals of Inner City Schools; State Directors of Vocational Education, State Vocational Supervisors and Teacher Trainers; and other top level Manpower Development Authorities.

OBJECTIVES: Four major objectives have been developed for this institute. First, to interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city. Second, to identify models and strategies for developing vocational education in the inner city. Third, to establish parameters of innovative programs. Fourth, to strengthen working relationships among administrators with responsibility for serving Vocational Education needs.

OUTCOMES: This institute is designed to produce: (1) Models, strategies, and guidelines for policy and leadership development, and decision making with specific orientation and application to the inner city, (2) An awareness of the potential of vocational education for youth who must develop marketable skills in school, and (3) A guideline booklet and resource materials.

PROCEDURES: Teams composed of state and large city administrators will be brought together for one week. In each institute a keynote address and major presentations will provide the background for five team workgroups. Participants will develop working models and strategies for policy development and resource interfacing appropriate to new approaches for inner city vocational education.

CONSULTANTS: Dr. Joseph P. Nerden, Professor of Education
North Carolina State University
Raleigh, North Carolina

Dr. Byrl Shoemaker, State Director of Vocational Education
State Department of Education
Columbus, Ohio

Dr. John P. Letson, Superintendent
Atlanta Public Schools
Atlanta, Georgia

Mr. Joe D. Mills, Executive Assistant Superintendent
Pinellas County, Florida

Institute II

ANNUAL AND LONG-RANGE PROGRAM PLANNING IN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION ACT AMENDMENTS OF 1968

INSTITUTE DIRECTOR: Dr. Seelig Lester, Deputy Superintendent of Schools
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201
Telephone: (212) 596-6204

PLACE AND DATES: International Hotel, Kennedy International Airport,
Jamaica, New York 11430
April 6, 7, 8, 1970 — Group 1
May 18-22, 1970 — Group 2

PARTICIPANT REPRESENTATION: The 100 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; State Vocational Supervisors, Teacher Trainers and Local Administrators representative of each of the fields of Vocational Education, Practical Arts, Administrative, Supervisory and teaching personnel.

OBJECTIVES: Group 1: To develop a comprehensive outline for a five-year plan for occupational education in urban areas to encompass services for all youth and adults whether handicapped or not.

The institute will delineate planning for skill development and supportive services applicable to all occupational fields

Group 2: Based on the outline prepared by Group 1, this group will develop specific short and long range plans for occupational skill development programs in the urban complex which includes parts of New Jersey, the five counties of the City of New York, and appropriate parts of Nassau, Rockland and Westchester Counties.

OUTCOMES: Two discrete outcomes are expected from these Institutes:

A matrix for long range occupational planning in terms of specific opportunities for occupational skill development in urban centers.

A very specific plan, to include numbers of individuals, titles of programs, and cost factors for occupational skill development in the New York City metropolitan area as described above.

PROCEDURES:

Group 1 will assemble at the International Hotel, John F. Kennedy Airport, for a three-day "live in" exercise. Orientation and establishment of direction will be followed by formation of committees on two bases:

A committee for each of the major populations to be serviced

A subcommittee for the specific activities as delineated in the list given above.

Each committee will be charged with the responsibility of creating the matrix for its area of interest.

Group 2 — The participants will be briefed, by mail, as to their responsibilities, and will also be furnished with the results of the work of Group 1 well in advance of their session.

Group 2 participants will assemble daily at the hotel, but will not be required to stay beyond their working day.

CONSULTANTS: Mr. Philip Seagren, Director
Lindsey Hopkins Education Center
Dade County Public Schools, Miami, Florida
Mr. Edwin J. Taibl, Administrator
Milwaukee Area Technical College, Milwaukee, Wisconsin
Mr. Everett C. Lattimer, Director
Division Occupational Education Supervision
New York State Department of Education, Albany, New York

Institute III

ORIENTATION TO NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Adolf Panitz, Consultant
Division of Vocational Education
College of Education, Temple University
Philadelphia, Pennsylvania 19122
Telephone: (215) 787-8382

PLACE AND DATES: Temple University
Philadelphia, Pennsylvania — May 25-29, 1970

PARTICIPANT REPRESENTATION: The 75 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; Directors of major non-school based Vocational Educational Programs; representatives from the American Personnel and Guidance Association; Professional Associations of School Administrators; Elementary and Secondary Curriculum Specialists; State Directors of Vocational Education; Labor Management, Manpower and Labor Market Analysts; Social Service, and Community Youth Group Organizations.

OBJECTIVES: The institute intends to examine and define new concepts in preparing for vocations; examine the relationship between educational programs and career opportunities in order to improve career orientation, thus motivate students more realistically; study new concepts and exemplary occupational programs to determine their implications for helping students at all levels to understand the world of work and expand their opportunities in vocational and technical education.

OUTCOMES: The institute will define and develop new procedures, approaches and materials for practical career orientation programs. Through the interaction of educators, community groups (resources), manpower and labor market agencies, management, and labor, models will be developed for an educational climate in which to carry on improved career oriented activities from first grade to high school, for out of school youth and adults, and especially the disadvantaged. In work shops, through presentations and observation of exemplary occupational programs (public and private), techniques will be identified for helping students at all levels to understand the world of work and the opportunities offered by vocational-technical education.

PROCEDURES: Selected qualified personnel will make presentations which will be analyzed by vocational educators for the purpose of focusing attention upon specific areas applicable to inner city problems. The educational climate most effective for non-college bound students and the relationship between career opportunities and the existing educational programs will be discussed in small work groups. Participants will develop plans for implementing the procedures, models, and materials created in the workshops for their own area of responsibility.

CONSULTANTS:
Mr. Donald Hoak, Director of Vocational Education, Nassau County Board of Cooperative Educational Services, New York
Mr. Benjamin Shapiro, Director, New Jersey Curriculum Laboratory, Rutgers University, New Jersey
Mr. Louis Cenci, Executive Secretary, Advisory Board for Vocational and Extension Education, New York City
Dr. Harold Sylvius, Chairman, Department of Vocational Education Wayne State University, Detroit, Michigan
Mr. Philip Seagren, Director, Lindsey Hopkins Education Center Dade County Public Schools, Miami, Florida

Institute IV

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Cleveland Dennard, President
Washington Technical Institute
4100 Connecticut Avenue,, N. W.
Washington, D. C. 20008
Telephone: (202) 629-7307

PLACE AND DATES: Washington, D. C. — April 12-17, 1970

PARTICIPANT REPRESENTATION: The 75 participants will include appropriate Assistant Superintendents from the Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; State Vocational Supervisors, Teacher Trainers and Local Administrators representatives of each of the fields of Vocational Education, Practical Arts, Community Action Agency representatives, Manpower Administrators, Employment Security Specialists—U. S. Department of Labor and Coordinators of Pupil Personnel Services.

OBJECTIVES: To identify and define coordination of supportive services roles for program personnel in Vocational-Technical education, practical arts and manpower oriented exemplary programs and projects.

OUTCOMES: Clearly delineated role analysis functions and program concepts will be developed through participant interaction with related persons.

Guidelines in the form of Institute proceedings for translating and implementing programs. Models, strategies and instructional packets will be developed and made available to participants.

Recommendations will be generated for local, state and national use in developing support patterns for the administration and coordination of supportive programs.

PROCEDURES: Recognized outstanding professionals will present keynote papers which will form the basis for program workshops and small group sessions where an interdisciplinary approach between vocational educators and ancillary and supportive personnel may occur.

CONSULTANTS: Dr. Kenneth Hoyt, University of Maryland, College Park, Maryland

Mr. L. W. Smily, Trenholm Technical Institute, Alabama

Mr. Horace Holmes, U. S. Department of Labor,
Manpower Administration

Mr. Harlan Melvin, Director of Aerospace WTI

Mr. R. L. McKee, Washington Technical Institute, Washington, D. C.

Dr. Marvin Felman, Office of Economic Opportunity and
Education Department, Washington, D. C.

Institute V

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Herbert Righthand, Consultant
University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117
Telephone: (203) 566-5128

PLACE AND DATES: University of Hartford, 200 Bloomfield Avenue
West Hartford, Connecticut — June 15-19, 1970

PARTICIPATION REPRESENTATION: The 100 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institutes; State Vocational Supervisors, State Teacher Trainers, Local Administrators representative of each of the fields of Vocational Education, Teacher Educators and Deans of Colleges and Universities conducting Vocational Teacher Training Programs.

OBJECTIVES: The objectives of this institute are to study the needs and problems of vocational teaching in metropolitan areas and to recommend model teacher preparation practices which will tend to meet these needs.

OUTCOMES: Determination of teacher manpower needs and recommended teacher requirements.

Delineation of skills and understanding necessary for effective teaching.

Development of model pre-service curricula.

Identification of in-service activities and programs essential to the improvement and "up-dating" of vocational teaching practices.

Recommendation of model relationships between metropolitan school systems, the State departments of education, and teacher training institutes.

PROCEDURES: Resource consultants will provide information concerning teacher manpower needs, relevancy of teacher preparation, pre-service and in-service programs, the Education Professional Development Act and other practices and problems related to teacher preparation. In the afternoon workshops will be held to develop recommendations and guidelines consistent with the objectives and outcomes specified. Resource consultants will participate in the work shops.

To the extent that time is available, visits will be made to selected local schools, area vocational-technical schools and occupational and skill centers located in a metropolitan area.

CONSULTANTS: Dr. George Brandon, Professor in Residence
American Vocational Association, Washington, D. C.

Dr. Martin Hamburger, Professor of Education
Head of Division of Vocational Education
New York University, New York City

Institute VI

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH DISADVANTAGED ADULTS IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Bruce W. Tuckman, Associate Professor
SCOPE Center, Graduate School of Education
Douglass-Wood Lawn Gatehouse
Rutgers University
New Brunswick, New Jersey 08903
Telephone: (201) 846-4628

PLACE AND DATES: Rutgers University — February 22-28, 1970 — Group 1
May 24-29, 1970 — Group 2

PARTICIPANT REPRESENTATION: The 75 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; Teacher Educators and Administrators from Teacher Education and Training Institutions; Administrators of Metropolitan Adult Vocational Programs; Classroom Teachers of Adult Vocational and Basic Education; State Supervisors of Vocational Education; representatives of Industry, Business and Organized Labor, Officials from the Department of Labor and Employment Security at the State and National level.

OBJECTIVES: The major thrusts of this institute will be to:

- identify the characteristics of the population needing vocational education
- identify the characteristics of persons who can effectively teach this population
- identify the characteristics of programs that are successful for this population
- describe the characteristics that lead teachers and programs to be effective
- describe techniques for determining the characteristics of trainees
- describe techniques for evaluating trainee performance and program effectiveness
- construct the design of an in-service, in-house program for teachers who are teaching the disadvantaged
- construct the design of a sample college-level certification program.

OUTCOMES: The realization of the stated objectives will provide each participant with valuable information fundamental to the development of viable programs of vocational education for the urban disadvantaged adult. Participants are further expected to come away with the essential basic understandings and techniques needed for establishing teacher training programs for teaching disadvantaged adults and the techniques for evaluating trainee performance and program effectiveness.

PROCEDURES: The procedures planned to fulfill the objectives of the institute include:

- presentation of resource information dealing with the exigent needs of our disadvantaged urban adults and how they can best be met
- opportunities to work through positions and biases using the format of the encounter group
- resource information dealing with the development of teacher training approaches
- opportunities to develop teacher training approaches using the format of the work group.

CONSULTANTS: Dr. William Phillips, Director of the Office of Research and Development, N. J. State Department of Education
Dr. Samuel Proctor, Professor of Education, Rutgers University
Mr. John Radvany, Director of Urban Occupational Education and Manpower Training for the N. J. State Department of Education
Mr. Ernest Green, Director of the Joint Apprenticeship Program, A. Phillip Randolph Education Fund, New York City
Mr. James Weir, Director of Industrial Training Services, New Jersey State Department of Labor and Industry.

Institute VII

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Marvin Hirshfeld, Chairman
Department of Distributive Education
Division of Vocational Education, College of Education
Temple University
Philadelphia, Pennsylvania 19122
Telephone: (215) 787-8376

PLACE AND DATES: Temple University, Ambler Campus
Philadelphia, Pennsylvania — May 11-22, 1970

PARTICIPANT REPRESENTATION: The 75 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; State Vocational Supervisors, Teacher Trainers, Local Administrators representative of each of the fields of Vocational Education, Practical Arts Supervisors, representatives from National and State Vocational Advisory Councils, and the Commission of States.

OBJECTIVES: The basic objective of the Institute is to initiate change in the vocational teacher education programs so as to improve both the process and content of these programs for the preparation of teachers for disadvantaged youth in urban areas. These objectives will be accomplished through:

- Sensitizing the participants to the problems, attitudes and needs of economically and culturally disadvantaged urban youth.
- Defining and translating the prevailing labor market and societal requirements to serve the needs of disadvantaged urban youth.
- Determining teacher competencies needed to train for successful participation in the prevailing labor market and society and recommend changes for teacher certification.
- Exploring the dimension of models relating to teacher preparation, certification, and administrative constraints consistant with the training of the disadvantaged urban youth.

OUTCOMES: As a result of this institute, the participants will be expected to:

- Help vocational teachers identify and utilize a variety of non-textbook, non-lecture teaching methods and devices.
- Aid vocational teachers in providing appropriate vocational and personal guidance services to disadvantaged urban youth.
- Develop special methods and materials for effective vocational training and retraining programs for the disadvantaged.
- To develop an interdisciplinary curriculum for teaching educators of the disadvantaged.

PROCEDURES: Selected reading will be required of all participants to insure preparation for the program. Films and other prepared materials will be used.
Sensitizing experiences and group dynamics will be employed.
Current programs and strategies for disadvantaged youth will be studied.

CONSULTANTS:

Dr. Joost Yff
Asst. Director of ERIC
Clearing House on Teacher Education
Washington, D. C.

Dr. James Seffersen
U. S. Office of Education
National Center of Research
and Development of Education
Washington, D. C.

Mr. Webster Fitzgerald
Regional Director, O.I.C.
Philadelphia, Pa.

Dr. Adelaide Jablonsky
ERIC
Retrieval Information
Center for Disadvantaged
Teachers College
Columbia University, New York City

Institute VIII

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Charles M. Jochem, Superintendent
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625
Telephone: (609) 883-2600

PLACE AND DATES: Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey — April 20-24, 1970

PARTICIPANT REPRESENTATION: The 100 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; State Directors and Supervisors of Vocational-Technical Education; Area and City Directors and Teachers of Vocational Education, City Principals of Elementary, Junior and Senior High Schools, selected personnel from Schools and Classes for Handicapped, Labor, Business and Industry.

OBJECTIVES: The Primary objectives are to:

- provide an opportunity for 100 selected guidance, administrative, labor, management, and concerned manpower specialists to work, study, observe, and resolve issues and problems centering around the occupational orientation needs of disadvantaged youth.
- define processes and establish procedures for replicating quality occupational orientation programs.

OUTCOMES: The development of better understandings of the meaning, need and significance for an early occupational orientation program. The establishment of unique survey techniques, the establishing of strategies, and the development of specifications for models of occupational orientation.

PROCEDURES: The functions of the junior high school particularly in the area of occupational guidance and orientation will be reviewed by selected outstanding leaders.

Presentations on pertinent Federal and State legislation and its direct and/or indirect effects on occupational orientation will be presented for review and discussion.

Theoretical as well as practical on-going occupational orientation programs for such students will be visited and discussed with particular emphasis on:

- What makes an occupational orientation program in a junior high school exemplary?
- Techniques in the coordination of the junior high school with public and private occupational training programs.
- Work habits and attitudes—their recognition, nurture and development
- Coordination of occupational orientation with such subjects as English, social sciences, etc.
- Relevant State and Federal Legislation
  State and Federal legislation having direct and/or indirect implications for occupational orientation at the junior high school level.

CONSULTANTS:

Dr. Marjorie Stewart, Chairman
Home Economics Dept.,
University of Kentucky, Frankfort, Ky.

Mr. Robert Irving, Chairman
I.A. Dept., Newton Centre, Mass.

Mr. Warren Smith, Director
Nova School, Fort Lauderdale, Fla.

Mr. John Radvany, Director
Urban Occupation, Education and
Manpower Training, New Jersey

Mr. Benjamin Shapiro, Director, N. J.
Curriculum Laboratory, Rutgers Univ.

Mr. Earl J. Terrell, Consultant
Program Development, Conn.

Dr. Gene Bottoms, Associate State Director
Vocational Education, Atlanta, Georgia

Mr. Arlen DeVito, Supervisor
Board of Education, New York City

Mr. Lorin Waitkus, Doctoral Candidate
Ohio State University

Mr. Ozzie Hackett, Jr., Instructor
Philadelphia Youth Development &
Day Treatment Center

Mr. David Prichard, U.S.O.E.

Institute IX

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

INSTITUTE DIRECTOR: Dr. Gordon McMahon, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126
Telephone: (315) 341-4047

PLACE AND DATES: State University of New York
Oswego, New York — April 23-27, 1970 — Group 1
May 4-8, 1970 — Group 2

PARTICIPANT REPRESENTATION: The 100 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; State Vocational Supervisors; State Teacher Trainers; Local Administrators representative of each of the fields of Vocational Education, Practical Arts Supervisors and Guidance Administrators who direct the activity of the High School Counselors within their metropolitan areas.

OBJECTIVES: To acquaint guidance personnel with:

- the requirements of entry level jobs
- the great variety of job skills provided by vocational programs
- the necessity for being conversant with the real needs of modern industry, business and agriculture
- the tremendous need to build in youth a respect for jobs which contribute to our economic and social well-being and which do not require a college education.

OUTCOMES: The planners of these institutes hope that these experiences may serve to provide the participants with a better understanding of the world of work for several personnel chosen from metropolitan school systems of Eastern United States.

PROCEDURES: A detailed follow-up study of a single vocational class will be required of all participants in these two institutes.

Data will be collected in advance in order that it may be processed and available for study during the institutes.

CONSULTANTS: Dr. Kenneth Hoyt, Professor
University of Maryland, College Park, Maryland

Dr. Gene Bottoms, Associate State Director
Vocational Education
Atlanta, Georgia

Dr. James Moore
State Education Department
Albany, New York

Institute X

METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS

INSTITUTE DIRECTOR: Dr. Charles Nichols, Chairman
Department of Vocational Education
Kent State University
Kent, Ohio 44240
Telephone: (216) 672-2929

PLACE AND DATES: Kent State University
Kent, Ohio — May 18-22, 1970

PARTICIPANT REPRESENTATION: The 70 participants will include appropriate Assistant Superintendents from Superintendents' Offices in 26 major metropolitan cities whose responsibilities relate to the area of the institute; selected key individuals in leadership planning, organizing and disseminating positions, Principals of Inner City Schools, Administrators of Post-Secondary Vocational and Technical Institutions, State Directors of Vocational-Technical Education, Vocational Supervisors, Teacher Trainers, and Administrators of Research Coordinating Units.

OBJECTIVES: Five major objectives have been established for this institute: (1) to examine and categorize the information services educators need in order to use research and other technical information in planning, implementing and evaluating vocational education programs; (2) assess the major active or planned information systems or services relevant to vocational education; (3) identify gaps in present systems for acquiring, processing, announcing, disseminating, analyzing and interpreting educational report literature, particularly for documents generated by state and local educational agencies; (4) develop alternative models for organizing needed services with potential for high cost/benefit returns, specifying information service roles, functions, and activities at local, intermediate, state, and multi-state levels; and (5) test models using simulations or other appropriate data.

OUTCOMES. The preparation and dissemination of test models which simulate innovative demonstrations, materials, techniques, and other experiences for application in vocational education and training programs for the inner city disadvantaged. Instructional packets and guideline booklets are expected to be prepared.

PROCEDURES: The content of the institutes will be based on the stated objectives and will include the following elements:

- A review and analysis of existing information services including ERIC and RCU.
- An assessment of needed additional information services.
- A study of viable, relevant innovations, such as: video tape and micro teaching techniques, area vocational school developments; programs for disadvantaged youth, including instructional materials; facility planning techniques and materials; trends and developments in vocational teacher education; promising research; and proven demonstration programs.

CONSULTANTS:

Dr. Byrl R. Shoemaker, Director
Division of Vocational Education
Columbus, Ohio

Dr. Herbert Brum, Assistant Director
Disadvantaged Youth and
Work Study Programs
Columbus, Ohio

Mr. Darrell Ward, Specialist
The Center for Vocational and
Technical Education, Columbus, Ohio

Dr. Jay Smink, Director R.C.U.
Harrisburg, Pennsylvania

Mr. Carl Gorman, Director
E.P.D.A. Teacher Education Project
Kent State University, Kent, Ohio

Mr. Russell Gardner, Associate Director
Ohio Vocational Leadership
Development Program
Kent State University, Kent, Ohio

Application

Application to attend a particular Institute may be made directly to the Institute Director. Upon receipt of such an application, the potential candidate will be sent an application form and other essential pertinent data. The Institute Director, upon receipt of the completed application form will review it to determine the candidates eligibility to be nominated and will notify the candidate of his acceptance or rejection.

Because of the limited number of places available in each Institute, applicants will not necessarily be automatically accepted for admission.

Selection Of Participants

A total of 870 participant trainees will be involved in the ten Institutes. Of this number 260 comprising a team of ten from each of the following selected list of 26 major metropolitan cities will be nominated on a preferential basis.

Major Metropolitan Cities

Atlanta, Georgia	Jackson, Mississippi
Baltimore, Maryland,	Louisville, Kentucky
Birmingham, Alabama	Memphis, Tenessee
Boston, Massachusetts	Miami, Florida
Buffalo, New York	Milwaukee, Wisconsin
Charlotte, North Carolina	Newark, New Jersey
Chicago, Illinois	New York City, New York
Cincinnati, Ohio	Philadelphia, Pennsylvania
Cleveland, Ohio	Pittsburgh, Pennsylvania
Columbia, South Carolina	Providence, Rhode Island
Detroit, Michigan	San Juan, Puerto Rico
Hartford, Connecticut	Washington, D. C.
Indianapolis, Indiana	Wilmington, Delaware

In addition, preferential selection will be made for a total of eighty comprising ten from each of the following fields of education: Agriculture, Business, Distributive, Home Economics, Health Occupations, Trade and Industrial, and Practical Arts; and distributed so they represent: three at state supervisory level, three at teacher education and training level, and four at the local administrative or supervisor level.

The remaining 530 places will be filled by applicants whose training, experience, motivation, and potential for implementing the findings of the Institutes justify their nomination.

In the light of the above, the applicant for a particular Institute will be evaluated after a careful review of the data submitted on the application form.

Travel And Subsistence

Subsistence allowances, while the institutes are in progress, will be provided either by stipend, or by the provision of room and board by the sponsoring institutions. Information concerning the amount or type of subsistence allowance will be available from each of the individual Institute Directors.

Reimbursement for travel will be based on tax exempt coach air fare; or mileage at eight cents per mile, whichever is less to and from the Institutes. Participants who are attending an Institute within their own state or in an area to which their state permits travel but does not allow travel or subsistence will not be reimbursed.

Non-Discrimination Provision

Discrimination prohibited—Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance."

Temple University and each sub-contractor operates in compliance with this law.

Planning And Implementation Committee

Dr. C. Thomas Olivo
Professor and Director of Institutes
Temple University
Philadelphia, Pennsylvania 19122

Dr. Cleveland Dennard, President
Washington Technical Institute
4100 Connecticut Avenue, N. W.
Washington, D. C. 20008

Dr. Marvin Hirshfeld, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Dr. Charles Jochem, Superintendent
Marie H. Katzenbach
School for the Deaf
West Trenton, New Jersey 08625

Dr. Charles Jones, Director
Department of Vocational-
Technical Education
Marshall University
Huntington, West Virginia 25701

Dr. Seelig Lester, Deputy Superintendent
of Schools of the City of New York
Board of Education
110 Livingston Street
Brooklyn, New York 11201

Dr. Albert E. Jochen
Associate Director of Institutes
Marie H. Katzenbach
School for the Deaf
West Trenton, New Jersey 08625

Dr. Gordon McMahon, Chairman
Department of Vocational-
Technical Education
State University College
Oswego, New York 13126

Dr. Charles Nichols, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Dr. Adolf Panitz, Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Dr. Herbert Righthand, Chief
Bureau of Vocational Services
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

Dr. Bruce Tuckman, Associate Professor
SCOPE Center
Graduate School of Education
Douglass-Wood Lawn Firehouse
Rutgers University
New Brunswick, New Jersey 08903

Assistant Vice President for Research and Program Development
Richard L. Harrington—ex officio

Dean of the College of Education—Dr. Paul W. Eberman—ex officio

Chairman of Division of Vocational Education—Dr. H. Halleck Singer—ex officio

Dr. Otto P. Legg—ex officio
U. S. Office of Education
Bureau of Adult, Vocational and
Technical Education
Washington, D. C. 20202

Mr. Jack A. Wilson—ex officio
U. S. Office of Education
National Center for Education
Research and Development
Washington, D. C. 20202

Cut Along This Line

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Request for Applications

Please forward _____ applications to me at the following address:

Name _____

Street _____

City _____

State _____ Zip Code _____

Please indicate the institute(s) you are interested in attending: _____

Return completed form to director of the specific institute you wish to attend

or

Dr. Albert E. Jochen, Associate Director
Multiple Institutes Project
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

APPENDIX E

Post-Institute Seminar For Chief School Administrators

- Invitation and Response Forms
- Agenda of Post-Institute Seminar
- Participant List

I accept ☐ cannot accept ☐ your kind invitation.

Please make a reservation for me at the Twin Bridges Marriott Motor Hotel.

Signature

Name ..... Title .....

Address ..... Zip Code .....

Telephone .....

Whether you accept or not, will you please take time now to make the seminar more relevant for all by stating below what you think (other than money) is the number one problem concerning Vocational-Technical Education within your jurisdiction. Problems will not be identified as to person or city. Thank you.

Your comment:

Please respond as soon as possible using the stamped addressed envelope in order that we may make the necessary room reservation for you.

We shall also reimburse your travel expenses.

Temple University

cordially invites you as a guest

to participate in a

Seminar on Vocational-Technical Education

relevant to Eastern Metropolitan Areas

the evening of Thursday, October 28, 1971

and on Friday, October 29, 1971

at

Twin Bridges Marriott Motor Hotel

Washington, D. C.

October 28, 1971

Reception, South Room 6:30 p.m.

Dinner, Lee Room 7:30 p.m.

October 29, 1971

Seminar, Arlington-Potomac Room

8:45 a.m. - 3:30 p.m.

84

Temple University of Inner City Philadelphia Invites Your Professional Participation

★ VOCATIONAL - TECHNICAL SEMINAR ★

TWIN BRIDGES MARRIOTT MOTEL
Washington, D. C.

OCTOBER 28 - 29, 1971

★ RECEPTION—South Room—6:30-7:30 P.M. ★
October 28, 1971

★ DINNER - PROGRAM—Lee Room—7:30-9:30 P.M. ★
October 28, 1971

★ SEMINAR—Arlington-Potomac Rooms—8:45 A.M.-3:45 P.M. ★
October 29, 1971

★ NOTES ★

Informal Get Acquainted Opportunity For Guests Of Temple University

SOUTH ROOM

6:30-7:30 P.M.

HOSTS—Temple University Project Staff

Dr. Paul W. Eberman
Dean of the College of Education

Dr. H. Halleck Singer
Chairman, Division of Vocational Education

Dr. C. Thomas Olivo
Project Director

Dr. Albert E. Jochen
Associate Project Director

Richard L. Harrington—ex officio
Assistant Vice President for Research and Program Development

INSTITUTE DIRECTORS

Dr. Cleveland Dennard
Dr. Marvin Hirshfeld
Dr. Charles Jochem
Dr. Charles Jones
Dr. Seelig Lester
Dr. Gordon McMahon
Dr. Charles Nichols
Dr. Adolf Panitz
Dr. Herbert Righthand
Dr. Bruce Tuckman

Representatives from United State Office of Education

Mr. Jack A. Wilson

Dr. Otto P. Legg

★ RECEPTION—South Room—6:30-7:30 P.M. ★

October 28, 1971

PROGRAM

TOASTMASTER: DR. C. THOMAS OLIVO

INVOCATION: DR. ALBERT E. JOCHEN

GREETINGS: DEAN PAUL W. EBERMAN

The Accountability of A Metropolitan Inner City University Toward the Resolution of Human Resources Issues

ADDRESS: DR. DALE L. HIESTAND

"Emerging Environment of the 1970's: Problems and Prospects for Vocational-Technical Education"

87

★ DINNER · PROGRAM—Lee Room—7:30-9:30 P.M. ★

October 28, 1971

SEMINAR PROGRAM

SECTION ONE

8:45 A.M.-10:30 A.M.

This section of the Seminar on Vocational-Technical Education provides orientation to the East, West, and Rural Institutes and presents the findings, conclusions, and recommendations of Institutes I through IV which are concerned with Administrative Coordination, Annual and Long Range Planning, Orientation to New Concepts and Programs, Coordination of Supportive Programs, and Pertinent Problems previously submitted.

DISCUSSION LEADER: Dr. C. Thomas Olivo

ORIENTATION TO EAST, WEST AND RURAL INSTITUTES

Dr. Otto P. Legg

✢ INSTITUTE I	ADMINISTRATIVE COORDINATION ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. CHARLES I. JONES Institute Director Marshall University Huntington, West Virginia
✢ INSTITUTE II	ANNUAL AND LONG RANGE PROGRAM PLANNING ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. SEELIG LESTER Institute Director Deputy Superintendent of Schools New York City, N. Y.
✢ INSTITUTE III	NEW CONCEPTS AND PROGRAMS ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. ADOLF PANITZ Institute Director Consultant, Temple University, Phila., Pa.
INSTITUTE IV	COORDINATION OF SUPPORTIVE PROGRAMS ✢ FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	DR. CLEVELAND DENNARD Institute Director President, Washington Technical Institute Washington, D. C.

OPEN FORUM

ON

PERTINENT PROBLEMS PREVIOUSLY SUBMITTED

✢ QUESTIONS ✢ OBSERVATIONS ✢ RECOMMENDED ACTION ✢

SEMINAR PROGRAM

SECTION TWO

10:45 A.M.-12:15 P.M.

This section of the Seminar on Vocational-Technical Education presents findings, conclusions and recommendations of Institutes V through VII which are concerned with Improving Preparation of Professional Personnel, Updating the Process and content of Teacher Education Courses and Curriculum Relevant to Disadvantaged Youth and Adult and Pertinent Problems previously submitted.

DISCUSSION LEADER: Dr. Albert E. Jochen

✢ INSTITUTE V	IMPROVING PREPARATION OF PROFESSIONAL PERSONNEL ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. HERBERT RIGHTHAND Institute Director Ass't. Director For Voc-Ed Hartford, Connecticut
✢ INSTITUTE VI	UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES RELEVANT TO DISADVANTAGED ADULTS ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. BRUCE W. TUCKMAN Institute Director Rutgers University New Brunswick, N. J.
✢ INSTITUTE VII	UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS FOR TEACHERS OF DISADVANTAGED YOUTH ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. MARVIN HIRSHFELD Institute Director Temple University Philadelphia, Pa.

OPEN FORUM

ON

PERTINENT PROBLEMS PREVIOUSLY SUBMITTED

✢ QUESTIONS ✢ OBSERVATIONS ✢ RECOMMENDED ACTION ✢

★ LUNCHEON—Lee Room 12-30-1:30 P.M. ★

SEMINAR PROGRAM

SECTION THREE

1:45-3:45 P.M.

This section of the Seminar on Vocational-Technical Education presents the findings, conclusions, and recommendations of Institutes VIII through X which are concerned with Improving Occupational Orientation Programs for Junior High School Students, Development of Vocational Guidance, Placement, and Follow-up Personnel, The Application of Innovations Resulting from Research and Development, and Pertinent Problems previously submitted.

DISCUSSION LEADER: Dr. C. Thomas Olivo

✢ **INSTITUTE VIII**	IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. CHARLES M. JOCHEM Institute Director Marie H. Katzenbach School for the Deaf West Trenton, N. J.
✢ **INSTITUTE IX**	DEVELOPMENT OF VOCATIONAL GUIDANCE, PLACEMENT, AND FOLLOW-UP PERSONNEL ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. GORDON McMAHON Institute Director State University College Oswego, New York
✢ **INSTITUTE X**	APPLICATION OF INNOVATION RESULTING FROM RESEARCH AND DEVELOPMENT ✢ FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	DR. CHARLES NICHOLS Institute Director Kent State University Kent, Ohio

OPEN FORUM

ON

PERTINENT PROBLEMS PREVIOUSLY SUBMITTED

✢ QUESTIONS ✢ OBSERVATIONS ✢ RECOMMENDED ACTION ✢

★ ★ FINALE ★ ★

SUMMARIZATION OF SEMINAR

PARTICIPANTS INVITATIONAL
POST-INSTITUTE SEMINAR FOR SELECTED
METROPOLITAN AREA, STATE AND
NATIONAL ADMINISTRATORS

Metropolitan Area Administrators

Mr. Bair, Medill	Superintendent	Hartford, Connecticut 249 High Street Hartford, Connecticut 06103
Dr. Bernardo, Charles M.	Superintendent	Providence, R.I. 150 Washington Street Providence, Rhode Island 02903
Dr. Campbell, Stanley C.	Superintendent	Indianapolis Public Schools 120 East Walnut Street Indianapolis, Indiana 46204
Dr. Cawein, Paul E.	Ass't. Superintendent	Washington, D.C. 415-12th Street, N.W. Washington, D. C. 20004
Dr. Christian, Raymond L.	Superintendent	Birmingham City Schools P. O. Box 10007 Birmingham, Alabama 35202
Dr. Gousha, Richard P.	Superintendent	Milwaukee, Wisconsin P. O. Drawer 10K Milwaukee, Wisconsin 53201
Dr. Kirshman, Harry S.	Ass't. Superintendent for Personnel	Jackson, Mississsippi 662 South President Street Jackson, Mississippi 39201
Dr. Kishkunas, Louis J.	Superintendent	Pittsburgh Public Schools 341 South Bellefield Avenue Pittsburgh, Pennsylvania 15213
Dr. Kitchens, Claud E.	Superintendent	Columbia, South Carolina 1616 Richland Street Columbia, South Carolina 29201
Mr. Lawrence, Frank B.	Assistant to the Assistant Superintendent Career Development Programs	Washington, D.C. 415-12th Street, N.W. Washington, D.C. 20004
Dr. Letson, John W.	Superintendent	Atlanta, Georgia 224 Central Avenue, S.W. Atlanta, Georgia 30303
Dr. Manch, Joseph	Superintendent	Buffalo, New York 712 City Hall Buffalo, New York 14202

Dr. Scarnato, Samuel A.	Ass't. Superintendent for Educational Programs	Wilmington, Delaware Box 869 Wilmington, Delaware 19899
Dr. Scribner, Harvey B.	Chancellor	N.Y.C. School District 110 Livingston Street Brooklyn, New York 11201
Mr. Self, William C.	Superintendent	Charlotte, North Carolina Box 149 Charlotte, North Carolina 28202
Dr. Walker, Newman	Superintendent	Louisville, Kentucky 675 South 4th Street Louisville, Kentucky 40202
Dr. Whigham, E.L.	Superintendent	Miami, Florida 1410 N.E. Second Avenue Miami, Florida 33132
Dr. Wolfe, Charles J.	Acting General Supt.	Detroit, Michigan 5057 Woodward Avenue Detroit, Michigan 48202
Dr. Zaldvondo, Virgenmina	Superintendent	San Juan School District Calle Martin Tranieso Santurce, Prico 00907

State Education Department Administrators

Mr. Arbaugh, Franklin D.	State Supervisor	Industrial Arts and Occupational Programs Townsend Building Dover, Delaware 19901
Dr. Bailey, Thurman J.	Administrator	Industrial Education Department of Education Tallahassee, Florida 32304
Mr. Eberle, Fred W.	Ass't. State Superintendent	Bureau Vocational Technical and Adult Education State Department of Education Charleston, West Virginia 25305
Mr. Harrison, William M.	Ass't. Commissioner	Vocational-Technical Ed. 205 Cordell Hull Building Nashville, Tennessee
Mr. Keating, Jeffrey J.	Director	Vocational Education 15 Beacon Street Boston, Massachusetts 02108
Mr. Koenig, John H.	Assoc. State Director	Vocational Education New Jersey Department of Ed. 225 West State Street Trenton, New Jersey 08625
Mr. Laquidara, Frank	Project Director	Occupational Resource Center 15 Beacon Street Boston, Massachusetts 02108
Mr. Lehrman, Eugene	State Director	137 East Wilson Street Madison, Wisconsin 53703
Mr. Reid, James L.	Ass't. State Superintendent	Vocational Education 600 Wyndhurst Avenue Baltimore, Maryland 21210
Mr. Wilkinson, John J.	Consultant	Vocational Education R. Williams Building Providence, Rhode Island 02908

U.S. Office of Education Administrators, Washington, D.C. 20202

Dr. Briggs, Lloyd D.	Chief
Mr. Cornelsen, LeRoy A.	Chief
Dr. Otto P. Legge	Project Consultant
Mr. McMillen, Sherrill D.	Chief, Secondary Programs
Dr. McVity, Richard L.	Acting Associate Commissioner

Mr. Wilson, Jack A.		Research Associate and Project Officer
Dr. Worthington, Robert M.		Associate Commissioner

Temple University Project Staff

Dr. Olivo, C. Thomas	Professor and Director of Institutes	Temple University Philadelphia, Pennsylvania 19122
Dr. Dennard, Cleveland	President	Washington Technical Institute 4100 Connecticut Avenue, N.W. Washington, D.C. 20008
Dr. Hirshfeld, Marvin	Chairman, Dept. Distributive Education	Division of Vocational Ed. College of Education Temple University Philadelphia, Pennsylvania 19122
Dr. Jochem, Charles	Superintendent	Marie H. Katzenbach School for the Deaf West Trenton, New Jersey 08625
Dr. Jones, Charles	Director	Department of Vocational-Technical Education Marshall University Huntington, West Virginia 25701
Dr. Lester, Seelig	Deputy Superintendent	Schools of the City of N. Y. Board of Education 110 Livingston Street Brooklyn, New York 11201
Dr. Jochen, Albert E.	Associate Director of Institutes	Marie H. Katzenbach School for the Deaf West Trenton, New Jersey 08625
Dr. McMahon, Gordon	Chairman	Department of Vocational-Technical Education State University College Oswego, New York 13126
Dr. Panitz, Adolf	Consultant	Division of Vocational Ed. College of Education Temple University Philadelphia, Pennsylvania 19122
Dr. Righthand, Herbert	Chief	Bureau of Vocational Services Consultant – University of Hartford 200 Bloomfield Avenue West Hartford, Connecticut 06117
Dr. Hiestand, Dale	Major Presenter	Graduate School of Business Uris Hall Columbia University New York, N. Y. 10027

Dr. Eberman, Paul W.	Dean	College of Education Temple University Philadelphia, Pennsylvania
Mr. Harrington, Richard L.	Ass't. Vice President	Research and Program Development Temple University Philadelphia, Pennsylvania
Mrs. Roberts, Elsie	Financial Records	Office of Controller Temple University Philadelphia, Pennsylvania

APPENDIX F

Popular Summary Report

TRAINING .PROFESSIONAL PERSONNEL-
VOCATIONAL-TECHNICAL EDUCATION:
EASTERN METROPOLITAN AREAS

Division of Vocational Education
College of Education
Temple University, Philadelphia, Pa. 19122

Subsequent to the post-evaluation of the ten multiple institutes, an invitational conference was held for selected superintendents of schools, manpower specialists, and other leaders. Additional significant issues were identified and a synthesis of findings and recommendations were discussed.

The attached 24 page brochure captures the salient items within each institute and provides an excellent condensed summary of important follow-through activities.

We are also pleased to present you (even in this informal manner) with the enclosed Certificate of Appreciation for your participation in the project.

ALBERT E. JOCHEN,
Associate Director

C. THOMAS OLIVO,
Project Director

Summary Of Ten Institutes: Training Professional Personnel Responsible For Vocational-Technical Education In Eastern Metropolitan Areas

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

Summary Of Ten Short Term Institutes Conducted For In-Service Training Of Professional Personnel Responsible For Vocational-Technical Education In Eastern Metropolitan Areas

The Challenge Of Democracy To Education

Our nation can no longer afford the luxury of an educational system which prepares the elite minority for more education and at the same time ignores the needs of the masses to prepare for immediate employment or to upgrade and extend their work skills. Little wonder, then, that the old educational curriculums and programs that developed as compromises of professional groups and pressures are in revolution.

No longer can this nation continue the assumption that all youth are or must be motivated to enter a college or university. Neither can it continue to perpetuate the myth that the world of work needs and wants only college trained personnel or the upper percentiles of a graduating class. If this be the case, then we better accept uncomplainingly the fact that those who can meet such preconceived standards will support those who can't. Acceptance of such a philosophy can only lead to turmoil and the ultimate destruction of democracy.

A democracy has no other alternative than to develop and institute an education and a vocational training program which is fulfilling to all; which seeks, finds, and releases for the total welfare of the individual and society the talents which each person posseses whether of high or low estate or physically or mentally disadvantaged.

Those given the responsibility for public education and the teacher-educators must become as proficient in the art of developing, instituting, and evaluating vocational-technical education and manpower training as they are in the academic college preparatory areas. They must become masters of the keystones of vocational-technical education; namely, (1) the technique of developing courses from realistic analyses of skilled, related, and academic needs; (2) the art of developing, using, and evaluating individual instruction not only in the shop or laboratory but in the related technical and the essential academic areas; and (3) placement and follow-up of graduates in the occupational fields for which the education and training were given. Such proficiency will invigorate the total educational climate and will hasten the achievement of total educational integration.

The Role Of Temple University

Temple University, an inner city metropolitan area university, is located in Philadelphia, Pennsylvania, geographically at a natural focal point of the Eastern United States megalopolis.The university, because of its location, its philosophy, and the long range commitment of its total resources to the people and the needs of Inner City Philadelphia, is uniquely qualified to initiate, coordinate, and conduct institutes concerned with major metropolitan city problems.

The Division of Vocational Education, within the College of Education, under U.S.O.E. grant number 9-0535, had the major responsibilities for planning, coordinating, managing, promoting, evaluating and disseminating the findings. Three of the ten institutes were carried on directly by Temple University. In addition, a post-institute seminar was conducted with selected metropolitan area superintendents, state directors of vocational education, and other national, state and local leaders.

Partial List of Participating Eastern Metropolitan Cities

Atlanta, Georgia
Baltimore, Maryland
Birmingham, Alabama
Boston, Massachusetts
Buffalo, New York
Charlotte, North Carolina
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Columbia, South Carolina
Detroit, Michigan
Hartford, Connecticut
Indianapolis, Indiana
Jackson, Mississippi
Louisville, Kentucky
Memphis, Tenessee
Miami, Florida
Milwaukee, Wisconsin
Newark, New Jersey
New York City, New York
Philadelphia, Pennsylvania
Pittsburgh, Pennsylvania
Providence, Rhode Island
San Juan, Puerto Rico
Washington, D. C.
Wilmington, Delaware

A total of 911 people were involved. They represented educational administrative and supervisory staff from the states and major metropolitan cities east of the Mississippi and the United States Office of Education, University teacher educators, lay and professional persons from public and private sectors concerned with vocational education and manpower training and utilization, and inner-city youth. The majority of educators were not directly engaged in vocational-technical education but had various responsibilities concerned with the administration, supervision and evaluation of such programs.

Implementation Techniques

- Ten short term institutes, each involving essential and specific areas of vocational education and training, were offered in selected metropolitan areas over a period of time from February through June, 1970.

- The institutes were conducted by selected Universities, great cities education departments that provide inner-city leadership and specialized vocational schools serving the handicapped.

- Each of the multiple institutes was planned and administered by an institute director who had demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors were welded together into a cohesive working team with whatever level of autonomy was needed. Supplemental assistance was given by the Temple University project staff.

- Outstanding resource persons and youth were used from great cities' school systems; all levels of government; the public and private sectors of industry, labor, management, and manpower; other supportive services, and the lay public.

- The institutes served the States east of the Mississippi River, Washington, D. C., the territories of Puerto Rico and the Virgin Islands; Regions I through V, as defined by the U.S.O.E. They were located so that they were easily accessible and provided maximum participation from the total geographic area served.

- Through presentations, discussions, field trips, and study in both small and large groups, the participants had an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

- In the post-institute seminar for selected leaders, the separate institute findings, conclusions and recommendations were presented and reactions were solicited on the practicality of implementing the institute outcomes.

The Major Thrust

KEY ISSUES

- The depth of expertise in interpreting total human and manpower resources as foundational to educational structure, organization, administration and communication.
- The parameters of vocational education programs and services are constrained to the boundaries and limitations of conventional education programs and activities which are geared, primarily, to non-employment bound youth.
- The background preparation and experiences of many administrative leaders, board members and staff, and school organizational patterns mitigate against implementing new concepts in vocational-technical education and training.
- The inhibitions of the professional educator to seek out non-professional persons, to recognize the high degree of credibility of community persons and resources, and to utilize such resources as a part of the total educational program.
- Unrealistic vocational teacher and ancillary services personnel certification requirements and constraints within preservice and in-service teacher education programs which fail to recognize the need for bonafide occupational competency.
- Low priority in putting known professional knowledge and skills about disadvantaged populations, teaching/learning foundations, methodology, programs, services, etc., into relevant experiences to meet special adult needs.
- Sensitizing the community to establish honest labor market and job specifications based on occupational analyses in order to absorb disadvantaged young vocational-technical trainees who have developed marketable skills.
- Occupational orientation programs are considered as adjunct and not as an integral part of the total educational programs and offerings starting at the kindergarten level.
- Guidance and counseling services are generally constricted to provide major input for the non-employment bound youth and are unrelated for employment-bound youth. Further, they are usually non-existent for out-of-school youth and adults.
- The need for constructive and realistic national manpower policy and long-range human resource development plans as foundational to vocational-technical education research, innovative program planning, and the implementation of proven materials, techniques and devices for improving educational productivity.

SUMMARIES

\+ + + + +

- A succinct summary of the findings, conclusions, and recommendations of each institute is presented on the following pages.

KEY ISSUES

Institute I Summary

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: Higher levels of funding during the last decade and earmarked monies for specific target populations have had limited effect on the organization of the public education system and especially upon the implementation of vocational education programs for persons making up the major portion of the inner cities. Why? What constraints exist in the administrative organization of the public schools which prevent the total integration of vocational education in the mainstream of education and create an unfavorable climate for learning for all but the academically oriented?

FINDINGS: The administrative coordination of vocational education is hindered not because major metropolitan administrative staffs are not aware of the need for vocational education but because the professional education and training of such administrators is superficial when it comes to vocational education. As a result, academically oriented boards of education, supervisory, instructional, and ancillary staff are not given any orientation or are superficially oriented to the objectives and philosophy of vocational education and manpower training and its relevance in and to the total educational program by the administrator.

Thus, a major function of the school administrator, the development of a climate for learning which is optimum for all students (academically as well as non-academically motivated) is neglected. This is true also at the State and Federal levels.

Consequently, vocational educators and their students receive only second priority in and out of school. As a minority group, they suffer from the same stigmas. They live in forced isolation within the educational system and are accused of liking this and maintaining such separateness. The essential and sound professional educational differences in philosophy and methodology between vocational and academic educators are abhorred by the academic establishment, are not understood and are looked upon as constraints to coordination.

Existing structures of education do not, in present form, respond to the continuing vocational education and manpower training needs of either the individual, the community, or an industrial-technological society.

RECOMMENDATIONS: The professional education and training as well as the certification requirements of public school administrators should be reviewed and evaluated in cooperation with recognized vocational educators in terms of developing essential proficiencies in vocational-technical education.

Realistic and relevant planned programs for the continuous orienting of boards of education, supervisory, instructional, and ancillary staff, as well as the total student body and community, should be developed in concert with vocational educators and instituted.

Lifelong continuing vocational education and manpower training programs should be designed without regard to conventional administrative convenience.

102

Institute II Summary

ANNUAL AND LONG-RANGE PLANNING IN METROPOLITAN AREAS IN ACCORDANCE WITH THE VOCATIONAL EDUCATION ACT AMENDMENTS OF 1968

THE PROBLEM: The under-utilization of human potential leads to many serious problems not only for the individual but for society. A technological society has a tendency to pressure for its specialized manpower skills and to ignore, give quasi support to, or eliminate unskilled and semi-skilled manpower needs. Since all individuals cannot meet the required standards for job entry in many of the technological areas either because of ability, motivation, or education and training, problems are born not only for the individual but for society as well.

Programs of education for occupations are designed to enable each individual to maximize his productive potential. Productivity implies the use of the developed potential, and this in turn means that these programs must lead to productive employment. There must be careful planning and design if this is to come about in a society that is in the midst of a demographic and technological explosion. Planning for the development of occupational competency of youth and adults is imperative.

FINDINGS: The Vocational Education Acts of 1968 by mandating State Plans compel long-range planning. Realistic planning at the state level should have input from urban, suburban and rural areas. Annual and long-range planning in Metropolitan areas for vocational education to be effective requires school administrators to be thoroughly conversant with the State Plan and its opportunities and requirements. This does not imply that essential and sound vocational education should be dependent upon whether the federal or state dollar is available.

Vocational planning must consider the individual en toto; his motivations, physical, mental and emotional capacities, and that he must live as an individual, a worker, a member of a family and society.

The planning should culminate in the gainful employment of the trainees in the occupations for which the education and training were given.

The commonality of occupational needs among the populations of Metropolitan areas results in the development of vocational programs which have similar goals. Even-though the organizational structure varies to provide such services, the duties, responsibilities, and obligations within each structure are practically the same.

Metropolitan areas have reached a point where there is no other alternative than long-range planning regarding vocational education and manpower needs, societal needs, fiscal responsibility and utilization of educational facilities.

RECOMMENDATIONS: Annual and long-range planning for vocational education must involve all sectors of the community, and must be finalized by the efforts of vocational educators at Federal, State and Local levels.

Vocational education must be recognized by the professional and lay public as a critical factor in the lives of people of all ages, and in the stability of each community.

More research into the planning process and the dissemination of such information in an understandable and usable form must be accomplished to expedite long-range planning for vocational education.

Manpower requirements and job entry specifications should be deveolped realistically rather than by conjecture or superficiality which tends to screen out of the labor market large segments of the population.

Long-range planning for vocational education must contain built in flexibility essential to meeting changing manpower and people needs.

Institute III
Summary

ORIENTATION TO NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS IN METROPOLITAN AREAS

THE PROBLEM: In a dynamic technological society constant re-evaluation of vocational-technical education is needed in terms of the complexity of manpower needs, the rapidity with which research becomes operational, the technological displacement of workers, and social legislation at federal and state levels affecting the total community.

The student body in the public schools has changed drastically as a result of social legislation and improved economics. More and more of all of the children of all of the people enter and remain in school for a longer period of time. As a result, the numbers wanting and needing vocational education and training is increasing.

Specifically, the problem is in the development of a climate within the public schools which is conducive to the educational and career goals of all students.

FINDINGS: Vocational education has the methodology through the techniques of curriculum construction and individual instruction to make education meaningful and relevant to youth and adults.

Most youth are career oriented; they look to the public schools to supply them with relevant inputs for a careers payoff. In spite of this, career oriented programs enjoy an inferior status to academically oriented programs.

Job placement, the real need in career development, must be in keeping with the vocational education and training given.

Money is of itself not enough to develop effective programs of vocational education and training . . . ingenuity, inventiveness, adaptability, determination and a willingness to pursue new paths are equally important.

The misconceptions of youth toward work, particularly those youth of the inner city are a contributing factor to limited enrollment in vocational education and training programs.

The partnership of labor, management, the community and the schools is a powerful and effective force for relevant vocational education and training.

Strong vocational programs can be made stronger through effective representative advisory boards. Such advisory boards provide the linkage between the program and the employer.

The relevant curriculum is one geared to the realities of life for the student; its content is based upon an analysis of realistic student and job needs and not on academic respectability or conjecture.

RECOMMENDATIONS: Education, on all levels, should be refocused on youth and adults as effective workers in society.

Management, labor and the responsibile community has a stake in and must join the school to improve the image of work in our society and to give status to vocational education and training.

The metropolitan city school superintendent and his staff are the responsible professional educational leaders. As such they should become learned in vocational-technical education, should keep abreast of sound current practices, and should conduct a planned, continuous program of orientation to vocational education for the board of education and the total staff and student body.

Institute IV
Summary

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS IN METROPOLITAN AREA

THE PROBLEM: The persistence of a national unemployment rate in excess of four percent during the twenty-seven years since World War II is of national concern. 1970-71 census data estimates reveal concentrations of unemployment in forty-three of the fifty largest Metropolitan statistical areas. These centers correlate with the highest density areas of vocational-technical education and manpower program services. The role of supportive services in the career development process can no longer be ignored.

The need for a total system of supportive services in the urban metropolitan areas of the nation is critical. Often, however, only pieces of this system have existed with interruptions or short circuits in the total help that an urban student may need to enter education, stay with it, achieve his present educational and career goals, successfully secure and hold a job, and possibly return for more education and career training on a continuing basis to maintain employability or to advance to more responsible and rewarding positions.

FINDINGS: Occupational information and the methods by which it is gathered are not effective.

The concept of educational and occupational counseling is related presently to academic rather than to the realities of the communities in which vocational education and training programs exist.

Effective coordination between community agencies serving the school which would contribute to vocational education and youth career goals is either lacking or its potential is not understood.

RECOMMENDATIONS: Systematic use should be made of the Research Coordinating Units in the State Departments of Education, so that broad-based economic pictures of communities can be developed and used to provide valid economic indicators of the job market and its entry requirements.

The United States Office of Education should effect a program link with the Bureau of Labor Statistics for dissemination to schools and to vocational education directors of economic data with educational implications.

Services at the local level (e.g., OEO, MDTA, Employment Service, Vocational Rehabilitation) should be coordinated from the central office of the local Board of Education.

There should be increased opportunities for total staff development to recognize the functions and capabilities of supportive service agencies and to work with them.

There is a need among all educators for an understanding of what vocational education and manpower training outcomes should be. The Institute delineated six critical skills of value to all students, but particularly to vocational students:

a. conceptual skills
b. analytical skills
c. ability to synthesize
d. ability to generalize
e. ability to make inferences
f. ability to discriminate

Institute V
Summary

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION IN METROPOLITAN AREAS

THE PROBLEM: A democratic nation bears the responsibility of providing an educational system which serves all people. It must be a relevant educational system in terms of peoples' needs and goals, manpower requirements, and the continuous improvement of democracy.

The key to relevant education is in the preparation of educational personnel who can through administration, supervision, counseling, and instruction meet people and community needs. The crises in major metropolitan city school systems are indicators that the professional preparation of educators is lacking in relevancy to peoples' needs. How to find and remedy the weakness in such professional educational preparation is the problem.

FINDINGS: Effective teachers have an interest in students, recognize the relevancy or lack of relevancy in subject matter, develop empathy and not sympathy, and know the community in which they teach.

Three courses found most vital in the preparation of vocational teachers are: trade and occupational analysis, methods of teaching appropriate to vocational education, and the development of individualized instructional materials. A relevant curriculum must be taught in a relevant manner. Vocational education should regard itself as of the highest order and expect more from higher education.

Vocational teachers who will work with the handicapped should be given special preparation beyond their normal requirements. In order to obtain vocational-technical personnel in areas where shortages exist, there is a need for the correlation of manpower projections and teacher recruitment and preparation. A model of an exemplary vocational professional training program was developed which deals with major aspects of the problem.

RECOMMENDATIONS: Methods of preparing teachers should be diverse; not confined to preparation in a four-year institutional setting.

Resistance to the employment of non-degree teachers in the skilled craft areas by superintendents and boards of education because they do not easily fit into degree based salary schedules, certification requirements, etc., should be studied and steps taken to overcome unrealistic conditions and professional snobbishness.

Since adequate work experience is a prime requisite of vocational teachers, the adequacy should be evaluated by National Competency Examinations which should be developed by a National Consortium.

Graduate schools should offer graduate credit for work experience that has been professionally evaluated and equated according to a stated plan.

The in-service education of vocational educators should enlist the assistance of the community, business and industry in developing programs designed to keep such teachers up to date with and abreast of current occupational practices.

A closer professional working relationship needs to be developed and maintained between teacher education and training institutions and State Departments of Education to insure quality and relevant professional education and training.

Institute VI Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH DISADVANTAGED ADULTS IN METROPOLITAN AREAS

THE PROBLEM: Effective ways and means of educating and training the disadvantaged, particularly disadvantaged adults, has long plagued educators, especially vocational educators who have a major responsibility with this segment of the major metropolitan cities. Little concrete information about disadvantaged adults has been incorporated into the mainstream of teacher education concerning needs, characteristics of relevent curricula, qualities essential to the successful teacher of disadvantaged adults, and techniques essential to developing rapport for such teaching.

FINDINGS: The potential teachers of the disadvantaged should possess the following abilities: (1) technical competency in the subject being taught, (2) empathy rather than sympathy for the disadvantaged, (3) fairness, firmness and the discretional ability to know when to be demanding and when to exercise restraint, (4) pedagogical competencies which make one an outstanding teacher, and (5) enthusiasm for one's job coupled with a high degree of creativeness.

In order for learning or growth to take place an individual must have a confrontation with reality; be oriented to problem solving, provide feedback about the effect on one's behavior, be stimulated by the environment and have full acceptance of individual growth goals.

Results will be slow when teaching disadvantaged adults and this may tend to discourage those who seek quick solutions.

Job requirements that most industries have set up for entrance employment bear little or no relationship to the actual job function. A job training program should train people for attractive jobs; not for those which someone has conjectured are the types of jobs the disadvantaged can do or ought to do.

Three teacher training models were identified and described; namely, (1) the curriculum component model, (2) the apprenticeship model, and (3) the interactive growth model.

RECOMMENDATIONS: The community should be involved in the planning and implementing of teacher education and training programs for disadvantaged adults, as well as of the training programs themselves.

Universities providing pre-service and in-service programs for teachers of disadvantaged adults must seek and respond to feedback from the teachers, administrators, and students in those programs for which they supply teachers.

Potential teachers of the disadvantaged should serve an apprenticeship which is carefully planned and supervised in the light of the needs of the disadvantaged people being taught.

Teacher educators should be thoroughly familiar with the needs of disadvantaged, know from personal experience how to teach them, and by precept and example be recognized as Master teachers.

The training process which produces the teachers for disadvantaged adults is exceedingly important. The process should be very carefully structured and taught by master teachers.

Technological gadgets, no matter how useful, should not be allowed to eliminate or relegate human interactive experiences to an unimportant position in the education and training of the teachers for disadvantaged adults.

Student teacher experimentation and innovativeness should be encouraged.

Institute VII Summary

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

THE PROBLEM: The low achievement of Metropolitan inner-city youth, the high rate of drop-out, the increase in parent and student protests, and the growing militancy of minority groups for control of their schools are realistic indications of frustration and dissatisfaction with the educational status quo. This, coupled with increased community, political, and governmental concern and the establishment of a host of public and private agencies such as manpower development and opportunity centers to alleviate problems are further evidence that viable and realistic solutions must be found for the people problems in Metropolitan areas.

FINDINGS: Teacher educators must develop a realistic understanding of what it means to be a part of a racial minority in America.

Minority members must be recruited both to teach and to prepare teachers for teaching metropolitan inner city minority youth.

Developing a new educational program or changing an existing one without involving minority groups helps to make the new program or change fail.

Teacher training institutions are beginning to realize their responsibilities to the total community and particularly to minority groups. Disadvantaged youth are unique in their ability to cope with the realities of life. Disadvantaged youth assume an adult role earlier than middle class youth.

The Institute developed three specific models:

1. A teacher education certification program for vocational education with three broad components: (a) vocational competency, (b) general education understandings and competencies, and (c) professional understandings and competencies.
2. A graduate curriculum that includes such areas as research, administration and advanced specialty studies. The undergraduate curriculum would include courses geared to individual competencies; and
3. Instructional modules based on needed competencies of vocational teachers of the disadvantaged in terms of specific behaviors matched with specific learning experiences.

RECOMMENDATIONS: A coalition of government, business, industry, and educational agencies must be encouraged to formulate and direct societal changes.

Teacher educators must be master teachers and must get into the public schools if they are to be effective in meeting the challenge of educating all.

Teacher education and training institutions should, through continuous self evaluation, strive to attain the unique selection of study, practices, and experience which will lead to the production of educators competent to meet the challenge of a total education and training program.

Institute VIII
Summary

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

THE PROBLEM: If public education is for all and if democracy's life blood is a totally articulate community educated and trained up to each individual's mental, physical, and emotional potential, then educators must be concerned with the needs of the total school population. One of the needs is the development and institution of a realistic and relevant program of occupational orientation and exploration for all youth which will enhance individual career development through occupational preparation in vocational education and manpower training programs.

FINDINGS: The structure of the educational system (whether public or private) is essentially academic — as though everyone is going or should go to college. Those responsible for education are more familiar with academic needs then they are with vocational education and manpower training needs. The articulate middle class and the technologically oriented society pressure for academic preparation.

Inner city youth face very specific socio-economic and cultural patterns which often create negative rather than positive socially acceptable concepts when measured by middle class values.

The school's curriculum becomes relevant when it is geared to the realities in the student's life. Thus, realistic occupational guidance and orientation to the world of work must be provided.

RECOMMENDATIONS: A planned program should be developed and instituted by administration which will:

1. Develop and foster within the total staff and student body a climate for learning which favors all youth;
2. Remove and prevent further growth of privileged or status symbol courses or groups of students or teachers within the school which mitigate against a favorable climate for learning for all youth, particularly those motivated to enter work rather than college;
3. Reach into the inner city to seek out that which is essential to making the total curriculum relevant to realistic student and community needs;
4. Develop an occupational orientation/exploration and career development program which recognizes the world of reality in which inner city youth live;
5. Institute a broad and flexible occupational orientation/exploration program as an on-going process providing for the developmental needs of all youth, K-12; and
6. Provide for real work within the school and community setting which succeeds in blending vocational interests with realistic and relevant related and academic subjects.

Institute IX
Summary

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

THE PROBLEM: Counselors in metropolitan city schools are for the most part academically oriented by education, training, experience, and are motivated more by middle class pressures than by the minority community. As a result, vocational guidance, placement, and follow-up services for work-bound youth are neglected.

All too often youth who desire to enter the labor market from the school, are left to flounder on their own or are referred to an outside agency and forgotten. Vocational counseling and other related human resource services are imperative, Vocational Counselors should be carefully educated and trained to perform vocational guidance, placement, counseling, follow-up, and other essential services.

FINDINGS: Graduates of high schools seeking work ranked school guidance counselors fifth in a list of people who had helped most in finding a job.

Counselors have only a limited knowledge of vocational opportunities available for their students at the secondary and post-secondary levels. Because of school and community pressures for "getting (by contrast limited numbers of the total population) students into college", counselors neglect the majority who are non-college bound youth. Too often no one in school or out complains.

Self determination is being demanded by people at all points along the social, economic and political spectrum.

Too many students are living "lives of quiet desparation" as regards their school experiences.

Too many students are dissatisfied with guidance and counseling services to a point where they are ready to write off such services as non-productive.

A generation of counselors has been educated, trained and certified who are ready to diagnose pathology in every student they see.

RECOMMENDATIONS: Testing, counseling, training, referral, job placement, follow-up and replanning for additional training should be a systematic effort within the total school program.

In-service training programs for counselors should be conducted to build, strengthen and keep up-to-date their abilities in vocational guidance, placement, and follow-up.

Existing certification requirements and curricula designed to educate and train counselors should be evaluated and updated in the light of people needs.

Institute X
Summary

METROPOLITAN AREA APPLICATION OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT PROGRAMS

THE PROBLEM: The expansion of vocational education throughout the Nation increases the significance of quality and innovative programs. Current research and contemporary publications testify that one of the major problem areas in education has to do with the occupational needs of metropolitan inner city youth and adults.

An additional major problem stems from the lack of opportunity for vocational education to share the results of research studies, pilot programs, and experimental efforts. Existing information systems appear to be limited in services to vocational educators. If the findings never filter down to the local system in a useable form, no matter how important or excellent the research, it has little value.

FINDINGS: Time, personnel, and fiscal resources do not provide opportunities on the broad national scale for inter-program visitation to share innovations and significant and successful procedures in vocational education.

Existing information systems have serious limitations. Data which are assembled and stored are not easily retrieved and, hence, are not sought nor applied.

A definite need exists for greater inter-change, sharing of opportunities, and the development of a relevant, functional data retrieval and dissemination system.

RECOMMENDATIONS: Existing systems of data storing, retrieval and dissemination should be evaluated in the light of their impact on local programs of vocational-technical education.

An interface agent or agency should be provided to operate between the present information systems and the user to facilitate more effective utilization.

In order to assist in making research in vocational-technical education more relevant to local needs, problems should be solicited from major metropolitan area educators.

The professional education of vocational educators should include an organized course concerned with research and development sources, and methods of data retrieval, storage, and dissemination.

Keystones To Relevant

Vocational Education And Manpower

Training Programs And Services

The declared purpose of vocational education is to meet the needs of people of all ages in all communities of each state . . . "those in high school, those who have completed their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools . . . to the end that each person will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests and ability to benefit from such training."*

*Abstracted from the 'Declaration of Purpose', PL90-576 (Vocational Education Amendments of 1968)

This declaration circumscribes professional accountability for assuring:

- ACCESS to an equality of education and manpower training opportunity and essential supportive human resource services for youth and adults . . . commensurate with the varying and unequal abilities, aptitudes and aspirations of each one . . . under public supervision and control . . . as part of the birthright of every individual . . . regardless of geographic location and ability of the individual to pay for a foundation occupational preparatory program;

- That vocational education and training constitutes the mainstream of the educational and manpower training system, in which general education and other related disciplines are an integral, inseparable part, and

- That man shall have continuous opportunity to advance to his highest occupational potential, consistent with his needs, interests and abilities, and the needs of society.

112

Implications Of The Ten Institutes In Meeting The Declared Purpose And The Foundations For Vocational Education And Training

Characteristics essential for educational productivity (implying excellence) in meeting the vocational education and manpower training needs of youth and adults were crystallized out of each institute. These were complemented by other factors relating to ancillary and supportive services.

Salient, significant characteristics follow against which responsible educational and related leaders on local, state and national levels may assess current programs and services and determine necessary actions.

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

- The Superintendent, as the Chief School Administrative Officer, institutes a regular program to educate the School Board on the broad parameters of a total education and manpower training program and other essential services in order to meet the full spectrum of needs of youth and adults in the geographic area served by the system.

- The Chief School Administrative Officer and School Board establish an administrative and supervisory structure which provides vocational education and manpower training personnel at high eschelons with decision-making capability to impact on establishing priorities and recommending policies.

- There is a qualified Chief Vocational Education and Manpower Training Officer with adequate high levels of competent vocational education supervisory staff to provide a systems approach to program planning, administration, supervision and evaluation for the whole vocational education program and services as a significant, integral part of the total educational enterprise.

- The Chief School Administrator maintains standards in the selection of a capable, qualified, occupationally competent Chief Vocational Education Administrator and supervisory staff with equal status and powers of determination, complemented by capable and productive Vocational Advisory Boards.

ANNUAL AND LONG-RANGE PROGRAM PLANNING

- Capable vocational administrators are charged with program planning, program development, program implementation and program evaluation. To this end, such persons are involved and assist in establishing program priorities, adequate levels of funding, and provide essential services to assure educational productivity in consonance with human needs and the demands of the labor market.

- All administrative and supervisory personnel are apprised of vocational education and manpower training activities, programs and services as the central focus of the community's vocational education and manpower delivery system.

- Inservice continuing programs are conducted to develop perceptions of needs of people and the labor market and the delivery system, based on valid, accurate interpretations reached through analyses and not by conjecture.

- The budget, reflecting the level of community and state support for programs and services (and additional federal monies), reflects the increased investment needed for vocational education and training. Appropriations are adequate to meet high standards for quality programs and services, which are relevant.

- The vocational education administrative and supervisory staff is considered as the prime planning, administrative and supervisory body for the community, and takes the leadership to develop a comprehensive manpower plan.

- The total manpower training capability of the community is considered and utilized in a total package within a comprehensive manpower plan.

- Annual and long-range program planning is based on occupational and job analyses. Honest education and training hurdles are established to enable people to become employable and remain occupationally competent.

- All planning is consistent with educational productivity and all that is implied in effectiveness with economic efficiency . . . human and material.

- Annual and long-range planning involves all sectors of the community and is "concretized" by the efforts of vocational educators at all levels.

- The practical arts (such as: industrial arts, home economics, and the non-vocational offerings in business, agriculture and distributive education) are included from kindergarten to grade nine (approximately) as an articulated series of learning experiences within the general education requirement of all youth.

- The practical arts provide orientation to and exploration of the world of work. In the upper secondary grades, and continue as a subject area in the general education curriculum to enrich the common core of learnings of those pursuing a non-vocational objective.

NEW VOCATIONAL EDUCATION CONCEPTS AND PROGRAMS

- Vocational education and training is recognized as the central focus of all education and manpower training. Its interdisciplinary and all-community resource utilization is recognized in planning programs and services to reach the full spectrum of needs.
- Capable, experienced vocational administrative leaders prepare proposals for and establish strategies for innovative programs of vocational education and career orientation.
- The community's efforts in utilizing external funding for manpower training programs for disadvantaged and minority groups are coordinated by vocational administrators through comprehensive program planning.
- The school system provides a new outlook on the availability of physical plant, staff, instructional facilities; the mixing of different age groups, and other changes in patterns, content and methods in vocational education and training.
- There is a high degree of credibility of community representatives, particularly among those for whom vocational programs are intended.
- Workshops and institutes are provided for the total professional and supportive staff to develop cooperative administrative leadership and to improve the climate towards work and vocational education.

COORDINATION OF SUPPORTIVE PROGRAMS FOR VOCATIONAL EDUCATION STUDENTS

- The school system participates in the development of a central communications network for information about employment opportunities; including social constraints, entry requirements and expectations.
- A broad-based economic picture of the community is developed in concert with Resource Coordinating Units in the State Departments of Education in an attempt to provide valid information of the labor market and job needs.
- Vocational education personnel coordinate the services at the local level of such supportive manpower agencies as the following: State Employment Service, Vocational Rehabilitation, Veterans' Training, Manpower Development and Training, Office of Economic Opportunity, Comprehensive Manpower Plannings (CAMPS), and the like.
- The professional educator seeks out non-professional and other community resources and utilizes these, where practical, as components of a total educational enterprise.

IMPROVING THE PREPARATION OF PROFESSIONAL PERSONNEL FOR VOCATIONAL EDUCATION

- Educational administration policy makers recognize diverse patterns for preparing vocational teachers and professional personnel, other than the conventional collegiate path.
- The school system recognizes the need to employ non-degree teachers with equal status and responsibilities as degree teachers and bases certification and employment requirements on careful job analyses.
- The work experience required of all teachers in vocational education and training is evaluated by a national occupational competency examination, developed by a National Consortium of States by skilled and knowledgable individuals in the occupation for which each examination is prepared.
- Vocational Advisory Committees play a key role in establishing real teacher supervisor and administrator qualifications and preservice and inservice needs.
- Teacher certification is based on successful, effective teaching experience.
- The State Department of Education assumes its responsibility to establish standards for professional development and improvement and works in concert with institutions to assure that occupational competency prerequisites are met and that relevant quality teacher/supervisor/administrator development programs are maintained.
- Undergraduate and graduate credit is provided for bona-fide work experience when validated by occupational competency examinations in both the theory and practices of the occupation.
- The school system encourages the early identification of potential leadership personnel in vocational education and provides opportunities to develop a cadre of professional leaders.
- The professional preparation of vocational teachers, supervisors and chief vocational administrators includes: appropriate, validated work experience as a basic requirement, complemented by other field experiences and structured internships as a part of a quality vocational teacher education program.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION PROGRAMS TO REACH DISADVANTAGED ADULTS

- The decision and policy makers for the total educational program of the state, and each community or area served by vocational and manpower training programs and services, are sensitized to the needs of disadvantaged adults in the metropolitan cities.

- Program standards, established by the State Department of Education, are based on valid analyses of educational, manpower training and related services needs of all persons who may profit by vocational education and training.

- Program standards, particularly for preparing and certifying teachers, supervisors and administrators (who are to plan and provide programs and other services for employment-bound persons), are translated into viable, relevant teacher training programs.

- Teacher trainers are knowledgable about realistic requirements for teaching, supervising and administrative services and are able to develop quality teacher training programs. Further, such programs include supervised internships in actual inner-city situations.

- The teacher training staff and institution has empathy for the people who are to be developed for teaching and other leadership positions.

- The teacher training institutions have a quality pre-service and in-service program of preparation for developing new full and part-time teachers of disadvantaged adults, based on current analyses, and for upgrading others.

- The school system recognizes all teachers who serve disadvantaged groups of equal status to all other professional persons.

- The school system provides conditions, facilities and other necessary resources and incentives for teachers to apply the processes and content of their training to the development of disadvantaged adults with marketable skills, consistent with their needs, interests and abilities and the needs of the work force.

- The teacher training institution carries on a realistic program of recruitment, advisement, screening, training, placement and follow-up of teachers and other human resource development personnel.

- The teacher training institutions, State Department of Education and local community take the leadership to plan, develop, provide and evaluate instructional resource materials at the level of the learner to meet particular conditions surrounding the disadvantagement of the group.

- The teacher training institution recognizes the importance of the processes, content (skill, theory, related understandings) and services essential in teaching.

- The teacher trainers are, themselves, master teachers who have served in complementary leadership roles of instructional supervision and/or administration.

- Potential teachers enter into the program with a commitment to serve people in general and disadvantaged aaults in particular.

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

NOTE: Since Institutes VI and VII relate to viable, relevant teacher education programs and services, the characteristics just identified for Institute VI (for adults) apply, also to quality and excellence of teacher education for disadvantaged youth.

- Those who serve disadvantaged youth in metropolitan areas are: (1) committed and have empathy, and (2) possess fundamental knowledge of and experiences with disadvantaged youth in order to perceive needs, to reach intelligent decisions, and to provide essential programs and services.

- The vocational teacher education program, leading to certification to serve as teachers of disadvantaged and special needs youth groups, includes three broad components: (1) occupational competency, (2) a common core of general education understandings and competencies, and (3) professional development courses and experiences, based on actual analyses.

- Undergraduate vocational teacher training programs include adequate courses and learning experiences which are matched with the needed competencies of vocational teachers and others who provide ancillary services.

- Graduate vocational teacher training curriculums include advanced specialization studies and complementary experiences to develop capability in such areas as: teacher training, research and curriculum development.

- The State system of higher education recognizes the significant role of vocational teacher training for disadvantaged youth, promotes services, and assigns a high priority of time, personnel and resources.

- The school system provides incentives for quality vocational teachers to continue their development through participation in special clinics, workshops and institutes.

- Valid analyses are made of conditions, circumstances and particular student/teacher resource needs. The program provides for planning, development, production and distribution of instructional materials essential to teaching/learning success.

- Vocational administrators provide the central thrust for articulating vocational education and manpower training programs and services within the total community. Further, such services result in maximizing the development and placement of disadvantaged in-school and out-of-school youth in the labor market in jobs commensurate with their interests, abilities and desires.

IMPROVING OCCUPATIONAL ORIENTATION PROGRAMS FOR JUNIOR HIGH SCHOOL STUDENTS IN METROPOLITAN AREAS

- The educational leadership has the needed background and experience to perceive and to include occupational exploration and orientation experiences and opportunities as an integral part of the general education of all youth.

- The educational leadership and system continues the early experiences of orientation to work in the elementary grades and exploration in the middle school with relevant vocational education programs and services in the secondary and post-secondary schools for youth who need and want vocational education to prepare for initial job entry, to retrain, or to upgrade their occupational capabilities.

- The school system recognizes and provides exit points for youth to enter the work world and reentry points for further education and training without penalty.

- Occupational exploration and orientation programs for disadvantaged youth are articulated with all education, manpower and community programs.

- The occupational orientation/exploration phases of the learning experiences of all are tailored to the needs and specific nature of the community and the realities of the student's life.

- Educational planners at state and local levels explore, analyze and tap the vast reservoir of data, experiences, personnel and organizations to make the world of work orientation/exploration programs live, effective and productive.

- Professional standards are realistic and are followed for those who serve as instructional and supervisory specialists in shop, laboratory, related subjects and ancillary services.

- The physical plant and instructional facilities are based on analyses and facilitate instructional efficiency and effectiveness.

- The inservice training of professional personnel is continuous and has as one objective the development of a total team effort to utilize the community's resources in a comprehensive and articulated program and services.

- The work-oriented experiences in the junior high school provide "hands on" live experiences with materials, tools and equipment.

- A continuous public information program operates to keep the community informed of changing curriculums and experiences, the dignity of work, and the place and relationship of orientation and exploratory experiences as foundational to making a wise occupational career determination.

DEVELOPMENT OF VOCATIONAL GUIDANCE AND PLACEMENT PERSONNEL FOR METROPOLITAN AREAS

- Vocational guidance and placement services are recognized as part of a total package of human resource services which involve the input of other community resources such as: employment services, rehabilitation, social welfare, health, etc.

- The educational system utilizes the community resources to provide a fuller range of services for non-employment bound youth which are necessary and effective.

- The community provides continuous and continuing human resource development services and programs to all who need and may profit by such assistance.

- Occupational experience is one prerequisite for entrance into a professional program of preparation for those who are to provide vocational guidance, counseling and placement services.

- An in-depth training program provides valid courses, field experiences and internship.

- The school system carries on a continuous assessment of guidance/counselor capabilities to recruit, test, screen, advise, refer, place, evaluate, replan and recycle students through these major phases of service for the 80% employment-bound in-school youth.

- The community arranges to provide human resource development services continuously throughout the occupational life span of the individual, utilizing institutional and non-institutional resources.

- Human resource development services are planned for in-school youth, out-of-school youth and adults, with emphasis on groups with special needs.

- Inservice courses and experiences are planned for all professional personnel in the school system in concert with external agencies whose services impact on human potential development.

- The system and each school employ a capable vocational human resource coordinator at a high administrative level to coordinate all programs, services and personnel in the community, and to translate jobs into accurate educational specifications which become foundational to all of selection, training, and other services.

- Incentatives are provided for current guidance and counseling personnel to be upgraded and to recognize evolving concepts of increased services to meet the needs of the greatest number of youth and adults who are to be trained for entry jobs, retrained, or be occupationally upgraded.

METROPOLITAN AREA APPLICATIONS OF VOCATIONAL EDUCATION INNOVATIONS RESULTING FROM RESEARCH AND DEVELOPMENT

- The State Department of Education utilizes the Research Coordinating Unit to carry on essential research and to propose practical innovative programs to reach disadvantaged youth and adults.

- The State Department of Education has a realistic manpower development policy around which a long-range program of research, innovative, exemplary and demonstrative activities are planned.

- Knowledgeable vocational education personnel, representing the practitioners and utilizers of the products of research, with particular expertise in the inner city are involved in developing the specifications, preparing research and development activities and projects, and participate in research.

- The school system utilizes proven materials, techniques and devices for improving instructional excellence and educational productivity, consistent with human and manpower needs.

- The end-products, conclusions and recommendations of research, innovative and demonstration programs are evaluated for contribution, practicality, effectiveness and efficiency (economic and human).

- All physical and human resources of the community are considered, and capable persons from divergent backgrounds and agencies (institutional and non-institutional) are involved.

- Institutions and agencies participating in vocational research and development activities related to instruction, supervision and administration, are administered by competent, qualified personnel with bona-fide occupational experience and valid teaching experience as a minimum.

- The period of experimentation and innovative programs, the level of funding and staffing are based upon sufficient experiences to produce valid and reliable results which are worthy of implementation.

- A public information program is planned and carried on to report the results of research and experimentation accurately.

- Institutions and agencies awarded contracts to conduct research, innovative or other developmental programs are staffed by practical, experienced vocational educators. Such persons establish criteria and standards based upon analyses of vocational education and manpower training needs and possess the capability, knowledge and experience to provide the necessary leadership.

- The community (educational system) allocates priorities of time, finances and qualified personnel to long-range program planning, development, evaluation, refinement and further implementation.

Complete reports of Institutes I - X are on file in the office of each State Director of Vocational Education in States East of the Mississippi. Copies may also be procured through ERIC Document Reproduction Service, P.O. Drawer No. 0, Bethesda, Maryland 20014

Planning And Implementation Committee

*Temple University Project Staff**

Dr. C. Thomas Olivo
Professor and Director of Institutes

Dr. Albert E. Jochen, *Consultant*
Associate Director of Institutes

Dean of the College of Education—Dr. Paul W. Eberman—ex officio

Chairman of Division of Vocational Education—Dr. H. Halleck Singer—ex officio

Assistant Vice President for Research and Program Development
Richard L. Harrington—ex officio

*Philadelphia, Pa. 19122

Special Consultant and Representative of Major Metropolitan City Superintendents
Dr. Joseph Manch
Superintendent of Schools
Buffalo, New York

Directors of Institutes I - X

I. Dr. Charles Jones, Director
Department of Vocational-Technical Education
Marshall University
Huntington, West Virginia 25701

II. Dr. Seelig Lester, Deputy Superintendent of Schools of the City of New York
Board of Education
110 Livingston Street
Brooklyn, New York 11201

III. Dr. Adolf Panitz, Consultant
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

IV. Dr. Cleveland Dennard, President
Washington Technical Institute
4100 Connecticut Avenue, N. W.
Washington, D. C. 20008

V. Dr. Herbert Righthand, Chief
Bureau of Vocational Services
Consultant—University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117

VI. Dr. Bruce Tuckman, Associate Professor
SCOPE Center
Graduate School of Education
Douglas-Wood Lawn Gatehouse
Rutgers University
New Brunswick, New Jersey 08903

VII. Dr. Marvin Hirshfeld, Chairman
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

VIII. Dr. Charles Jochem, Superintendent
Marie H. Katzenbach
School for the Deaf
West Trenton, New Jersey 08625

IX. Dr. Gordon McMahon, Chairman
Department of Vocational-Technical Education
State University College
Oswego, New York 13126

X. Dr. Charles Nichols, Director
Department of Vocational Education
Kent State University
Kent, Ohio 44240

U. S. Office of Education Resource Persons

Dr. Otto P. Legg—ex officio
U. S. Office of Education
Bureau of Adult, Vocational and Technical Education
Washington, D. C. 20202

Mr. Jack A. Wilson—ex officio
U. S. Office of Education
National Center for Education Research and Development
Washington, D. C. 20202

Temple University

Philadelphia, Pennsylvania

Short Term Institute for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas

This is to certify that _____

participated in and completed satisfactorily the scheduled requirements of Institute _____ conducted by _____ , and coordinated through Temple University, College of Education, Divison of Vocational Education, with the support of the United States Office of Education.

_____
Regional Institute Director

C. Thomas Olivo
DR. C. THOMAS OLIVO,
Director of Institutes

H. Halleck Singer
DR. H. HALLECK SINGER,
Chairman, Divison of Vocational Education

_____
(DATE)

APPENDIX H

Identification of Multiple Institute Reports

Listing of Separate Institute Final Reports

Volume	III	– Institute	1	– ED056 202
Volume	IV	– Institute	2	– ED055 244
Volume	V	– Institute	3	– ED060 191
Volume	VI	– Institute	4	– ED055 246
Volume	VII	– Institute	5	– ED 055 243
Volume	VIII	– Institute	6	– ED055 241
Volume	IX	– Institute	7	– ED055 247
Volume	X	– Institute	8	– ED 055 242
Volume	XI	– Institute	9	– ED 055 248, ED055 249
Volume	XII	– Institute	10	– ED054 245